



**CURRICULUM COMMITTEE OF THE BOARD OF EDUCATION
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Virtual Meeting
100 South Brainard Avenue
La Grange, Illinois 60525
Tuesday, March 9, 2021 - 7:00 AM**

A G E N D A

Details to join the virtual meeting will be posted on the BOE/Meeting Dates page on the District's website.

- | | |
|---|----|
| I. 2021 Summer Workshop Proposals - 1st Reading | 2 |
| II. Cognia Survey Preliminary Data | 48 |

BY ORDER OF
MRS. MOLLY MURPHY BRUTON, CHAIRPERSON
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525

LYONS TOWNSHIP HIGH SCHOOL




CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott Eggerding 

DATE: March 9, 2021

RE: Summer Curriculum and Program Development Workshops – First Reading

INFORMATION:

For summer work requiring board approval of expenditure, a proposal, review and approval process is utilized involving Division Chairs and the Director of Curriculum and Instruction. The approval process includes prioritized criteria, submission of proposals, adherence to timelines, individual review with Division Chairs, and Board approval of Workshops.

The Board will recall that last year, during the first reading, we proposed 18 workshops. As this reading occurred days before we had to close school for the pandemic, many workshops planned for last summer had to be tabled. This included a significant workshop to articulate grading practices. And while we scaled back the grading changes significantly for the fall of 2020, the time lost due to the pandemic had an impact on our grading practices rollout in the fall. The Board will notice that this time has been included for this summer and will combine grant funds and district funds to support 237 staff serving on anywhere from 1 to 4 teaching teams.

For the summer of 2021, 16 summer curriculum and program development workshops are brought forward for review and consideration. Highlights include:

- Time set aside for teachers to work on coordinating course teams for clarification of grading practices.
- TEC Coach 1 to 1 planning for fall required technology training.
- Optional technology training for teachers.
- Time to plan professional learning for the 2021-2022 school year.
- A second cohort of 55 staff members (35 teachers) going through equity training through Included.
- Workshops based on curriculum change proposals, including:
 - Junior English course shift to annual courses.
 - Multicultural literature for seniors (new course).
 - Financial algebra (new course).
 - STEM research (new course).
 - Forensic science (new course).
 - Year-long environmental science change.
- Development of Chemistry labs as the summatives for chemistry classes.
- Algebra alignment across prep and accel levels.

Proposals as presented to the Curriculum Office for work to be completed during the summer of 2021 totaled \$161,187. The significant portion of this request is for grading and is very similar to the \$136,858 request last year, the majority of which was not spent. Because of the way grants worked, we had budgeted a large portion of the grading workshop fees last year for grant expenditures. The state allowed us to carry over those funds to this year² and then also allocated new sums, so we are

able to use nearly \$60,000 of grant funds to offset the costs of the grading workshop and apply another nearly 30,000 of grant funds to the remaining workshops. This results in \$94,294.50 paid for by Title I and Title II grants with the remainder, \$66,892.50, coming from District funds.

All dollar amounts are estimated at the maximum potential cost using the top-end contractual hourly rate of \$40.50 and assuming all participants can attend all hours. Plans and participation in many of the workshops are dependent on the actual meeting dates set later in May. The attached history will show how the approved District cost estimates for workshops are never exceeded, with actual expenses roughly 80% of proposed costs. This would result in an estimated final expenditure of \$129,000 with District costs coming in around \$53,500. Summaries and comparisons to previous years are included for review.

RECOMMENDATION:

I recommend that the board review the attached proposals for 2021 Summer Curriculum and Program Development Workshops for first reading.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
Divisional/Departmental Summary
2021 Summer Workshops

DIVISION/DEPARTMENT	STAFF	DISTRICT TOTALS		
		Requested	Total	Actual
CURRICULUM & STAFF DEVELOPMENT <ul style="list-style-type: none"> • Grading • TEC Coaches (1 to 1 Planning) • Technology Training (1 to 1) • Professional Learning Team • IncludED 	237 4 275 20 35	\$58,968.00 (G) \$23,490.00 (D) \$5,184.00 (G) \$13,750.00 (D) \$6,480.00 (G) \$10,500.00 (G)	\$37,240.00 (D) \$81,132.00 (G)	
LANGUAGE ARTS <ul style="list-style-type: none"> • Junior Courses: Prep and Accel • Multicultural Literature 	6 5 4	\$5,265.00 (D) \$5,062.50 (G) \$4,050.00 (G)	\$5,265.00 (D) \$9,112.50 (G)	
MATH/SCIENCE <ul style="list-style-type: none"> • Financial Algebra • STEM Research • Environmental Science • Chemistry Lab Safety • Algebra • Forensics • Chemistry Lab Summatives • AP Biology 	2 2 2 11 7 3 11 1	\$4,050.00 (G) \$4,050.00 (D) \$3,037.50 (D) \$1,100.00 (D) \$7,087.50 (D) \$3,037.50 (D) \$4,455.00 (D) \$405.00 (D)	\$23,172.50 (D) \$4,050.00 (G)	
PHYSICAL WELFARE <ul style="list-style-type: none"> • Sophomore Strength Training 	3	\$1,215.00 (D)	\$1,215.00 (D)	
TOTALS	628	\$66,892.50 (D) \$94,294.50 (G)	\$161,187.00 Total	

**SUMMER CURRICULUM/PROFESSIONAL WORKSHOPS
DEPARTMENTAL COST COMPARISON**

DEPARTMENT	2018 PROPOSED	2018 ACTUAL	2019 PROPOSED	2019 ACTUAL	2020 PROPOSED	2020 ACTUAL	2021 PROPOSED
Curriculum & Instruction	\$63,463.00 G \$13,869.50 D	\$48,146.49 G \$14,442.03 D	\$47,834.37 G \$29,522.75 D	\$22,770.70 G \$26,250.15 D	\$15,622.88 G \$0 D	\$12,495.60 G \$0 D	\$81,132.00 G \$37,240.00 D
Applied Technology	NA	NA	NA	NA	NA	NA	NA
Art	NA	NA	NA	NA	NA	NA	NA
Business Education	NA	NA	NA	NA	NA	NA	NA
Driver Education	NA	NA	NA	NA	NA	NA	NA
Family and Consumer Science	NA	NA	NA	NA	NA	NA	NA
Language Arts	NA	NA	NA	NA	NA	\$0 G \$2,344.90 D	\$9,112.50 G \$5,265.00 D
Mathematics	NA	NA	NA	NA	\$0 G \$4,050.00 D	\$0 G \$3,781.60 D	\$4,050.00 G \$7,087.50 D
Music	NA	NA	NA	NA	NA	NA	NA
Physical Education & Health	NA	NA	NA	NA	\$0 G \$4,050.00 D	\$0 G \$3,490.52 D	\$0 G \$1,215.00 D
Science	NA	NA	\$0 G \$7,938.00 D	\$0 G \$5,588.06 D	\$0 G \$6,075.00 D	\$0 G \$6,075.00 D	\$0 G \$16,085.00 D
Social Studies	NA	NA	NA	NA	NA	NA	NA
Special Education	NA	NA	NA	NA	\$5,467.50 G \$0 D	\$3,435.75 G \$0 D	NA
Student Support Services	NA	NA	NA	NA	NA	NA	NA
World Language	\$0 G \$11,845.00 D	\$0 G \$8,124.10 D	\$0 G \$3,888.00 D	\$0 G \$3,275.04 D	\$0 G \$15,795.00 D	\$0 G \$8,474.10 D	NA
TOTALS	Proposed \$89,177.50	Actual \$70,712.62	Proposed \$77,357.12	Actual \$57,883.95	Proposed \$53,490.38	Actual \$40,097.47	Proposed \$153,238.50
		79% of Approved		75% of Approved		75% of Approved	
Grant cost	\$63,463.00	\$48,146.49	\$47,834.37	\$22,770.70	\$21,090.38	\$15,931.35	\$94,294.50
District cost	\$25,714.50	\$22,566.13	\$29,522.75	\$35,113.25	\$32,400.00	\$24,166.12	\$66,892.50
TOTAL	\$89,177.50	\$70,712.62	\$77,357.12	\$57,883.95	\$53,490.38	\$40,097.47	\$161,187.00

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 SUMMER WORKSHOP SUMMARY**

DISTRICT ACCOUNT			
Department & Workshop Title	Description	Teacher Names & Hours	Maximum Cost
<p>CURRICULUM/ASSESSMENT</p> <p>1. Course Team Grading Practices</p>	<p>As we continue to improve our grading practices, the overwhelming request from teachers has been the time needed for teams to get together and come to agreements. All year, we have devoted time on Institute Days, remote learning planning days and some PLC meetings to grading practices. In April, teams will choose their grading methodology for the fall. Teams will then use summer workshop time to ensure consistency across teams and give team members time to address the six fixes, retake and revision rules, and updates of curriculum maps where necessary. Teaching teams will choose to continue with a traditional grading scale or shift to an A-F model. Regardless of the approach, the purpose of the summer workshops is to provide the time to accomplish the following:</p> <ul style="list-style-type: none"> • Syllabus updated with all established grading practices included, • Grading categories and naming conventions for assignments determined, • Alignment of assessments (formative to summative) with a goal on breaking up larger summatives to provide for more feedback and practice and minimize the sense of a few tests determining grades. <p>TRADITIONAL COURSE TEAMS</p> <p>For this to occur, course teams (using a 0-100% scale) must have time to collaborate to determine: their grading categories, how they will use comments in Infinite Campus, their specific retake requirements, and the formative practice that will lead to the summative assessments. With these decisions made, teams can update their course syllabus (using a provided template) and select one gradebook consistent across all teachers in a course. Additionally, by outlining the formative practice that leads to the summative, teams will make sure their initial entries in the gradebook demonstrate the connection between practice and the related summative assessment. As a result, a four-hour workshop would allow course teams the time to ensure consistency with</p>	<p>237 Teachers 2,036 Hours</p>	<p>\$58,968.00 Title I and II</p> <p>\$23,490.00 District</p>

their syllabus and gradebook.

A-F COURSE TEAMS

While the majority of the teaching teams only implemented the six fixes in 2020-2021, a handful of teachers also chose to use an A-F scale without percentages or reliance on the mean. Next year these teachers will have access to a concept-based grading platform in Infinite Campus. This platform will allow these teachers to easily communicate the concept/skills they are grading upon. This platform also provides options for arriving at a final course grade. To use this platform successfully, all A-F teachers will need to receive training. A four-hour workshop will provide these teams the training they need to be successful with the new Infinite Campus grading platform, as well as time for their team to decide their common grading categories and draft their common syllabus.

Traditional Course Teams	A-F Course Teams
<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Overview: A look at the Teacher, Student and Parent views (1 hour) • Team Planning (2 hours): <ul style="list-style-type: none"> ○ Confirming course grading scale ○ Determining Grading Categories ○ Aligning formative practice to summative assessments • Writing a Course Syllabus (1 hour) 	<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Training: Skill-based grading platform (2 hours) • Team Planning (1hour): <ul style="list-style-type: none"> ○ Clarifying Skills/Concepts ○ Determining Grading Categories ○ Confirming method for arriving at a final grade • Writing Course Syllabus (1 hour)

2. Tech Coaching (1 to 1 Planning)

With the shift to 1 to 1 computing across both campuses, TEC Coaches will be working throughout the summer to develop training, provide tutorials, ensure systems and software for teachers are up and running, and developing protocols for support in the fall. In addition, they will run optional training sessions in August for teachers to improve their skills on software that they intend to adopt and use in the fall. All of our TEC coaches have gone through a year of BetterLesson training and will incorporate that focus on linking technology to formative assessment in training for staff.

4 Teachers
128 Hours

\$5,184.00
Title II

<p>3. 1 to 1 Computing Training</p>	<p>While every teacher will receive training necessary to launch the 1 to 1 computing initiative for students, this August workshop will give teachers an opportunity to improve their use of specific applications that are a part of their teaching team or that they wish to improve their skillset. Training will be provided by TEC Coaches. Payment for training, up to 4 hours, is based on a per diem rate of \$50 for a half day.</p>	<p>275 Teachers 1,100 Hours</p>	<p>\$13,750.00 \$50 stipend</p>
<p>4. Professional Learning Team</p>	<p>During the 2020-2021 school year, district Institute Days were used to support teachers as they worked to: 1) cultivate a sense of belonging and wellness for their students, 2) use technology to deliver quality education, and 3) implement consistent grading practices, including the six fixes, across their course team. In addition to planning and facilitating the professional learning for teachers on Institute Days, the Professional Learning Team adjusted our instructional delivery model to incorporate more frequent virtual learning opportunities for teachers. These opportunities included: (SE)L-Teams, instructional coaching partnerships, Coaching Cafes, SIOP Model Workshops, Mentoring & Induction year 1 monthly assessment meetings, Mentoring & Induction year 2 monthly differentiated instruction meetings, and Belonging Focus Groups. The Professional Learning Team also planned and facilitated learning for paraeducators on the August, October and April Institute Days to ensure they were prepared to support pandemic learning.</p> <p>At the conclusion of this school year, staff will take LT's Annual Professional Learning Survey to provide feedback on their experiences and continued learning needs. Staff that participated in Mentoring and Induction, instructional coaching partnerships, (SE)L-Teams, and Belonging Focus Groups will take an additional survey to provide feedback specific to these additional learning experiences. The Professional Learning Team would like to collaborate during a Summer Workshop to analyze the aforementioned survey results and make informed plans for providing professional learning during the 2021-2022 school year. With continued changes to the daily schedule to accommodate the pandemic, a new 1:1 initiative, and recent grading practice changes, the professional learning focus in 2021-2022 will continue to be on: 1) cultivating belonging, 2) using technology to enhance instruction, and 3) implementing grading practices. However, the specific content that is provided around these goals will be directed by survey results. The first day of this workshop will focus on outlining the content that will be provided on District Institute Days.</p> <p>After planning the content on district Institute Days, the Professional Learning Team will split into six subcommittees: Technology, SEL, Grading Practices, Belonging/Included, Coaching, and Mentoring & Induction. During the second day of this workshop, each subcommittee will:</p> <ul style="list-style-type: none"> • making informed adjustments (if necessary) to their instructional delivery methods, • establish the calendar for the relevant professional learning events ((SE)L-Team Meetings, IncludedED trainings, mentoring and induction meetings, coaching workshops), • set subcommittee meeting dates, • review and revise meeting agendas, • develop and/or edit tools and protocols, 	<p>20 Teachers 160 Hours</p>	<p>\$6,480.00 Title II</p>

<p>5. IncludED</p>	<ul style="list-style-type: none"> • establish outcomes, • determine evidence of impact and when it will be collected, • set goals for staff participation, • develop a recruitment plan. <p>The workshop will conclude with creation of a google slides presentation to share with the faculty in August that outlines the learning opportunities available to them in 2021-2022.</p>		
	<p>As a result of the Elementary and Secondary Education Act, the quality of education provided by public schools must be measured and reported. The ultimate designation that a school is publicly awarded is a result of the indicators a school meets or exceeds. These indicators pertain to achievement, state test scores, graduation rate, course enrollment, college & career readiness, attendance, and discipline. All indicators are now measured and reported according to special populations, which include: ethnicity, socio-economic status, IEP designation, and LEP designation.</p> <p>When LT's data is divided across population groups there are significant differences. These significant differences are not isolated to one area of performance; rather, the differences are seen across population groups in all educational areas- academic, course enrollment, college & career readiness, attendance, and discipline, etc. In order to change these differences and ensure all LT students have equal opportunity to achieve success in all aspects of their education, the Professional Learning Team would like to expand the staff's SEL training by engaging a second cohort in inclusion and equity training. By combining equity training with our SEL efforts, we are expanding the conversation to encompass the whole student.</p> <p>Prior to engaging the entire staff in this training, LTHS would like to put two cohorts of staff members through the inclusion and equity training. This will be the second group of participants, which would be comprised of administrators, Professional Learning Team members, Equity & Achievement Team members, Social Emotional Learning Team members, several counselors, social workers, representatives from every employee work group, a small group of teacher leaders learning to facilitate the training, and a group of students that would continue to facilitate focus groups for students. By putting a smaller cohort through this training, we can gauge the staff's readiness and anticipate potential obstacles. Then, we can intentionally plan an effective roll-out for the 2022-2023 school year.</p> <p>As a result, we are proposing that the aforementioned 55 staff members and 16 students attend the IncludED awareness series on June 2-4, 2021. The IncludED series "begins with increased awareness of the issues that emerge from diversity and -- most importantly -- the incredible power we have as educators to influence the lives of students through our mindset." The training aims to have "teams develop their belief systems; cross-cultural communication skills; capacity to use tools to explore issues related to race, class, and culture; and commitment to excellence with equity in education." Once aware and committed to the education of all students, teams then prepare to take-action (IncludED, 2018).</p>	<p>35 Teachers 630 Hours</p>	<p>\$10,500.00 Title II \$100 a day stipend</p>

Below is an outline of the training series listing the specific purpose and objectives of each day of training. This training would aim to impact the awareness of the faculty with the ultimate goal being to create and use a culture competency continuum. The hope would be that we would collect evidence (including student and community voices) of where our school is in relationship to the continuum and take intentional action to move forward in 2021-2022 and the years to follow.

DATE	PURPOSE	OBJECTIVE
June 2	Orientation & Preparation	<ul style="list-style-type: none"> • Focus attention on excellence with equity, one's own response to diversity, and recognizing implicit bias. • Establish Brave Space. • Learn communication techniques that facilitate cultural competence. • Develop empathy, relationships, and positive tone and trust.
June 3	Preparation & Exploration	<ul style="list-style-type: none"> • Develop as a learning community. • Practice communication techniques in courageous conversations about diversity • Learn mental models and use them to explore issues that emerge from diversity • Build collective efficacy for having constructive conversations about race, class, and culture.
June 4	Exploration & Commitment	<ul style="list-style-type: none"> • Focus on an isolated dimension of difference, such as race. • Practice communication skills to develop shared understanding relative to the isolated dimension of difference. • Commit to excellence with equity for every student.

LANGUAGE ARTS

1. Combining Prep & Accel

The LAD is shifting from two separate semesters of junior English at the prep and accel levels to annual courses at both levels. The courses have been conceived as parallel versions of each other and the course texts will be the same regardless of the level. The courses need to be differentiated from each other, however, to ensure that students with different academic needs have proper scaffolding so each student can reach the same outcomes. The first day of the proposed workshop would be to have the teaching team work with Lisa Plichta, the Differentiation Specialist for the district. She will help the teachers differentiate for readiness.

11 Teachers
255 Hours

\$10,327.50

	The remaining days will be for each teaching team (one at the prep level and one at the accel level) to develop the curriculum maps which will include skill and knowledge outcomes, essential questions, and assessments for each course. Rubrics and assessment prompts will be developed as well.		
2. Multicultural Literature	Multicultural American Literature is a new, semester-long course in the LAD. This summer workshop would enable teachers to create the curriculum map for the course that will include the essential skills and outcomes of the course, the aligned standards, and the assessments and corresponding rubrics.	4 Teachers 100 Hours	\$4,050.00
MATH/SCIENCE			
1. Financial Algebra	With the approval of Financial Algebra, the curriculum and course will need to be expanded. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.	2 Teachers 100 Hours	\$4,050.00
2. STEM Research	With the approval of STEM Research, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.	2 Teachers 100 Hours	\$4,050.00
3. Environmental Science	With the approval of Environmental Science as a full year course, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.	2 Teachers 75 Hours	\$3,037.50
4. Chemistry Lab Safety	Flinn Scientific offers a 7-hour online training that provides teachers with training and reminders of how to maintain safety for themselves and their students. There is no cost to the training. The description of the course is below. The goal of the Laboratory Safety Certification Course is to improve your safety awareness and increase your knowledge of relevant safety regulations, practices and procedures, that directly impact high school, science teachers. The emphasis throughout the course is on best practices as the presenters offer you simple, practical, and effective solutions to solve your laboratory safety problems.	11 Teachers 55 Hours	\$1,100.00 \$100 stipend
5. Algebra	Algebra team members would work together to apply the common skills of Solve, Explain, and Graph and make them explicitly present on their assessments. This would include the further exploration of the math practices and then developing a specific skill progression for the year. Student centered activities would be developed for consistent use in each unit. In addition, the team would work to develop rubrics and exemplars of what "A", "B", "C", etc. quality work will look like.	7 Teachers 175 Hours	\$7,087.50
6. Forensics	The forensics team would continue to develop and implement materials for this year-two course. Summer work would include the identification of Science and Engineering practices from NGSS that can correspond with skill-based assessments and the creation of case studies that can be used as thematic units.	3 Teachers 75 Hours	\$3,037.50
7. Chemistry Lab Summatives	In order to provide students with additional ways to demonstrate their knowledge, teachers will create lab assessments that can be used as summatives. Currently, labs are frequently used as formative experiences in which students can discover and	11 Teachers 110 Hours	\$4,455.00

	<p>explore information. This project would create assessment tasks that expand upon the lab that was performed in class. These lab assessments will have recursive skills that teachers will identify and align to NGSS SEPs. This could include engaging in argument from evidence, developing and using models, and analyzing and interpreting data.</p>		
8. AP Biology	To fill a retirement, a new AP Biology teacher would review, prepare and evaluate materials for use.	1 Teacher 10 Hours	\$405.00
PHYSICAL WELFARE			
1. Sophomore Strength Training	<p>While there has been a significant amount of planning that has went into the development of our Sophomore Strength Training Curriculum, it will be important to have dedicated time to take the unit plans and individual lessons that have been developed and ensure they are linked to standards and are assessed in an accurate way. This will be an opportunity to finalize our formative tasks and ensure they are aligned to summative assessments as well as making sure we are providing a consistent curriculum regardless of instructor.</p> <p>Intended outcomes of this workshop include:</p> <ul style="list-style-type: none"> - Sophomore Strength Training curriculum map with common formative tasks and summative assessments that are aligned to standards. - Sophomore Strength Training syllabus and grading policies <p>The development of supplemental learning materials for students in the course and the consistent integration of the formative practices (strong and weak examples of exercises, co-creating success criteria on core lifts, self and peer assessments, etc.)</p>	3 Teachers 30 Hours	\$1,215.00
		Total District Cost	\$66,892.50
		Total Grant Cost	\$92,294.50
		Total Cost	\$161,187.00

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Curriculum and Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; width: 100px; margin: 0 auto;"> 1 of 5 </div>
B. Department	
III. TITLE AND CRITERIA	
A. Workshop Title Course Team Grading Practices	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
GROUPS	NUMBER OF HOURS per TEACHER	NUMBER OF TEACHERS	TOTAL HOURS
1. Teachers on 1 course team	4	61	244
2. Teachers on 2 course teams	8	126	1008
3. Teachers on 3 course teams	12	44	528
4. Teachers on 4+ course teams	16	16	256
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		237	2036

Note: Numbers for teachers represent the team arrangements based on 2020-2021 course assignments. Some shifts will occur following sectioning, but the total amount requested in this proposal will serve as a "Not to Exceed" number. As explained in the annual cover memo for Board review and approval, most workshops end up using only 75% of the funds budgeted due to variance of pay based on seniority and teacher ability to meet during the agreed-upon team time. With that in mind, the office of Curriculum and Instruction will monitor the number of teams teachers serve on and the overall number of hours to ensure that the 2036 hours will not be exceeded.

Additional information: Teaching teams that serve Title I students will be paid from Title I accounts. All others will be paid from District accounts. A breakdown of budgeted amounts is in the cover materials. Every effort will be made to use grant funds as the primary source of this workshop.

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

As we continue to improve our grading practices, the overwhelming request from teachers has been the time needed for teams to get together and come to agreements. All year, we have devoted time on Institute Days, remote learning planning days and some PLC meetings to grading practices. In April, teams will choose their grading methodology for the fall. Teams will then use summer workshop time to ensure consistency across teams and give team members time to address the six fixes, retake and revision rules, and updates of curriculum maps where necessary. Teaching teams will choose to continue with a traditional grading scale or shift to an A-F model. Regardless of the approach, the purpose of the summer workshops is to provide the time to accomplish the following:

- Syllabus updated with all established grading practices included,
- Grading categories and naming conventions for assignments determined,
- Alignment of assessments (formative to summative) with a goal on breaking up larger summatives to provide for more feedback and practice and minimize the sense of a few tests determining grades.

TRADITIONAL COURSE TEAMS

For this to occur, course teams (using a 0-100% scale) must have time to collaborate to determine: their grading categories, how they will use comments in Infinite Campus, their specific retake requirements, and the formative practice that will lead to the summative assessments. With these decisions made, teams can update their course syllabus (using a provided template) and select one gradebook consistent across all teachers in a course. Additionally, by outlining the formative practice that leads to the summative, teams will make sure their initial entries in the gradebook demonstrate the connection between practice and the related summative assessment. As a result, a four-hour workshop would allow course teams the time to ensure consistency with their syllabus and gradebook.

A-F COURSE TEAMS

While the majority of the teaching teams only implemented the six fixes in 2020-2021, a handful of teachers also chose to use an A-F scale without percentages or reliance on the mean. Next year these teachers will have access to a concept-based grading platform in Infinite Campus. This platform will allow these teachers to easily communicate the concept/skills they are grading upon. This platform also provides options for arriving at a final course grade. To use this platform successfully, all A-F teachers will need to receive training. A four-hour workshop will provide these teams the training they need to be successful with the new Infinite Campus grading platform, as well as time for their team to decide their common grading categories and draft their common syllabus.

Traditional Course Teams	A-F Course Teams
<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Overview: A look at the Teacher, Student and Parent views (1 hour) • Team Planning (2 hours): <ul style="list-style-type: none"> ○ Confirming course grading scale ○ Determining Grading Categories ○ Aligning formative practice to summative assessments • Writing a Course Syllabus (1 hour) 	<ul style="list-style-type: none"> • Welcome & Setting the Purpose • IC Training: Skill-based grading platform (2 hours) • Team Planning (1hour): <ul style="list-style-type: none"> ○ Clarifying Skills/Concepts ○ Determining Grading Categories ○ Confirming method for arriving at a final grade • Writing Course Syllabus (1 hour)

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable


LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal

I. DIRECTIONS
<ul style="list-style-type: none"> • Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. • Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. • Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">2</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">5</div>
B. Department Curriculum and Instruction	
III. TITLE AND CRITERIA	
A. Workshop Title TEC Summer Workshop	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input checked="" type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Joseph Maffey	TBD	6.4	32
2. Rebecca Rivan	TBD	6.4	32
3. Callie Salaymeh	TBD	6.4	32
4. Jeremy Vrtis	TBD	6.4	32
TOTALS		25.6	128

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>With the shift to 1 to 1 computing across both campuses, TEC Coaches will be working throughout the summer to develop training, provide tutorials, ensure systems and software for teachers are up and running, and developing protocols for support in the fall. In addition, they will run optional training sessions in August for teachers to improve their skills on software that they intend to adopt and use in the fall. All of our TEC coaches have gone through a year of BetterLesson training and will incorporate that focus on linking technology to formative assessment in training for staff.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel 	Date 3/5/21

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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A. Division Curriculum and Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department	
III. TITLE AND CRITERIA	3 of 5
A. Workshop Title 1 to 1 Computing Training	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	X District Budget Account
<input type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	PER DIEM	TOTAL STIPEND
1. 275 Participants	August	\$50.00	\$13,750
2.			
3.			
4.			
5.			
6.			
7.			
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9.			
10.			
TOTALS		275	\$13,750

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>While every teacher will receive training necessary to launch the 1 to 1 computing initiative for students, this August workshop will give teachers an opportunity to improve their use of specific applications that are a part of their teaching team or that they wish to improve their skillset. Training will be provided by TEC Coaches. Payment for training, up to 4 hours, is based on a per diem rate of \$50 for a half day.</p>

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Division Chair(s)	Date
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II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Curriculum & Instruction	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Assessment & Research	
III. TITLE AND CRITERIA	4 of 5
A. Workshop Title Professional Learning Team	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Allan, Bill	June 1 & 2	2	4 hrs per day * 2
2. Barker, Joe	June 1 & 2	2	4 hrs per day * 2
3. Chittenden, Cayt	June 1 & 2	2	4 hrs per day * 2
4. Donahue, Shannon	June 1 & 2	2	4 hrs per day * 2
5. Doyle, Allison	June 1 & 2	2	4 hrs per day * 2
6. Drogos, Jessica	June 1 & 2	2	4 hrs per day * 2
7. Enright, Karly	June 1 & 2	2	4 hrs per day * 2
8. Gutierrez, Daniella	June 1 & 2	2	4 hrs per day * 2
9. Harbin, Michelle	June 1 & 2	2	4 hrs per day * 2
10. Johannes, Andrew	June 1 & 2	2	4 hrs per day * 2
11. Lambert, Tiz	June 1 & 2	2	4 hrs per day * 2
12. Meyers, Katie	June 1 & 2	2	4 hrs per day * 2
13. Musick, John	June 1 & 2	2	4 hrs per day * 2
14. Palacios, Mary	June 1 & 2	2	4 hrs per day * 2
15. Salaymeh, Callie	June 1 & 2	2	4 hrs per day * 2
16. Bacon, Kirstin	June 1 & 2	2	4 hrs per day * 2
17. Condon, Virginia	June 1 & 2	2	4 hrs per day * 2
18. Mancini, Deana	June 1 & 2	2	4 hrs per day * 2
19. Orrico, Annette	June 1 & 2	2	4 hrs per day * 2
20. Plichta, Lisa	June 1 & 2	2	4 hrs per day * 2
TOTALS		2 Days	8 hrs * 20 people = 160 hours

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
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During the 2020-2021 school year, district Institute Days were used to support teachers as they worked to: 1) cultivate a sense of belonging and wellness for their students, 2) use technology to deliver quality education, and 3) implement consistent grading practices, including the six fixes, across their course team. In addition to planning and facilitating the professional learning for teachers on Institute Days, the Professional Learning Team adjusted our instructional delivery model to incorporate more frequent virtual learning opportunities for teachers. These opportunities included: (SE)L-Teams, instructional coaching partnerships, Coaching Cafes, SIOP Model Workshops, Mentoring & Induction year 1 monthly assessment meetings, Mentoring & Induction year 2 monthly differentiated instruction meetings, and Belonging Focus Groups. The Professional Learning Team also planned and facilitated learning for paraeducators on the August, October and April Institute Days to ensure they were prepared to support pandemic learning.

At the conclusion of this school year, staff will take LT's Annual Professional Learning Survey to provide feedback on their experiences and continued learning needs. Staff that participated in Mentoring and Induction, instructional coaching partnerships, (SE)L-Teams, and Belonging Focus Groups will take an additional survey to provide feedback specific to these additional learning experiences. The Professional Learning Team would like to collaborate during a Summer Workshop to analyze the aforementioned survey results and make informed plans for providing professional learning during the 2021-2022 school year.

With continued changes to the daily schedule to accommodate the pandemic, a new 1:1 initiative, and recent grading practice changes, the professional learning focus in 2021-2022 will continue to be on: 1) cultivating belonging, 2) using technology to enhance instruction, and 3) implementing grading practices. However, the specific content that is provided around these goals will be directed by survey results. The first day of this workshop will focus on outlining the content that will be provided on District Institute Days.

After planning the content on district Institute Days, the Professional Learning Team will split into six subcommittees: Technology, SEL, Grading Practices, Belonging/ includedED, Coaching, and Mentoring & Induction. During the second day of this workshop, each subcommittee will:

- making informed adjustments (if necessary) to their instructional delivery methods,
- establish the calendar for the relevant professional learning events ((SE)L-Team Meetings, includedED trainings, mentoring and induction meetings, coaching workshops),
- set subcommittee meeting dates,
- review and revise meeting agendas,
- develop and/or edit tools and protocols,
- establish outcomes,
- determine evidence of impact and when it will be collected,
- set goals for staff participation,
- develop a recruitment plan.

The workshop will conclude with creation of a google slides presentation to share with the faculty in August that outlines the learning opportunities available to them in 2021-2022.

DAY 1	DAY 2
7:45-8:00 Welcome & Setting the Purpose 8:00-9:30 Apply the Data Protocol to Surveys 9:30-11:00 Determine Institute Day Agendas, Articulate required sessions and establish session outcomes 11:00-11:45 Identify presenters, establish a presentation timeline, and create a presentation rubric	7:45-8:00 Welcome & Setting the Purpose 8:00-10:00 Subcommittee Work 10:00-11:00 Share & Revise Subcommittee Work 11:00-12:00 Create Google Slides presentation and develop participation recruitment plan

VII. SIGNATURES AND APPROVAL	
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Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel	Date

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A. Division Curriculum & Instruction		A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department Office of Assessment & Research			
III. TITLE AND CRITERIA		5	of 5
A. Workshop Title Included		B. Funding source(s) and account numbers	
B. Selection Criteria Priority		<input type="checkbox"/> Grant Account	
<input type="checkbox"/> 1. Approved Curriculum Change		<input type="checkbox"/> District Budget Account	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE		<input type="checkbox"/> Township Initiative	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE		<input type="checkbox"/> Other	

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Building & Grounds- 5	June 2-4	3	6 hrs * 3 days *5 = 90
2. Security Assistants- 5	June 2-4	3	6 hrs * 3 days *5 = 90
3. Administrative Assistants- 5	June 2-4	3	6 hrs * 3 days *5 = 90
4. Para Educators- 5	June 2-4	3	6 hrs * 3 days *5 = 90
5. Teachers- 30	June 2-4	3	6 hrs * 3 days *5 = 90
6. Facilitators in Training-5	June 2-4	3	6 hrs * 3 days *5 = 90
7. Students (4 per grade)- 16	June 2-4	3	NA
TOTALS			540 Hours

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

As a result of the Elementary and Secondary Education Act, the quality of education provided by public schools must be measured and reported. The ultimate designation that a school is publicly awarded is a result of the indicators a school meets or exceeds. These indicators pertain to achievement, state test scores, graduation rate, course enrollment, college & career readiness, attendance, and discipline. All indicators are now measured and reported according to special populations, which include: ethnicity, socio-economic status, IEP designation, and LEP designation.

When LT's data is divided across population groups there are significant differences. These significant differences are not isolated to one area of performance; rather, the differences are seen across population groups in all educational areas- academic, course enrollment, college & career readiness, attendance, and discipline, etc. In order to change these differences and ensure all LT students have equal opportunity to achieve success in all aspects of their education, the Professional Learning Team would like to expand the staff's SEL training by engaging a second cohort in inclusion and equity training. By combining equity training with our SEL efforts, we are expanding the conversation to encompass the whole student.

Prior to engaging the entire staff in this training, LTHS would like to put two cohorts of staff members through the inclusion and equity training. This will be the second group of participants, which would be comprised of administrators, Professional Learning Team members, Equity & Achievement Team members, Social Emotional Learning Team members, several counselors, social workers, representatives from every employee work group, a small group of teacher leaders learning to facilitate the training, and a group of students that would continue to facilitate focus groups for students. By putting a smaller cohort through this training, we can gauge the staff's readiness and anticipate potential obstacles. Then, we can intentionally plan an effective roll-out for the 2022-2023 school year.

As a result, we are proposing that the aforementioned 55 staff members and 16 students attend the IncludED awareness series on June 2-4, 2021. The IncludED series "begins with increased awareness of the issues that emerge from diversity and -- most importantly -- the incredible power we have as educators to influence the lives of students through our mindset." The training aims to have "teams develop their belief systems; cross-cultural communication skills; capacity to use tools to explore issues related to race, class, and culture; and commitment to excellence with equity in education." Once aware and committed to the education of all students, teams then prepare to take action (IncludED, 2018).

Below is an outline of the training series listing the specific purpose and objectives of each day of training. This training would aim to impact the awareness of the faculty with the ultimate goal being to create and use a culture competency continuum. The hope would be that we would collect evidence (including student and community voices) of where our school is in relationship to the continuum and take intentional action to move forward in 2021-2022 and the years to follow.

DATE	PURPOSE	OBJECTIVE
June 2	Orientation & Preparation	<ul style="list-style-type: none"> Focus attention on excellence with equity, one's own response to diversity, and recognizing implicit bias. Establish Brave Space. Learn communication techniques that facilitate cultural competence. Develop empathy, relationships, and positive tone and trust.
June 3	Preparation & Exploration	<ul style="list-style-type: none"> Develop as a learning community. Practice communication techniques in courageous conversations about diversity Learn mental models and use them to explore issues that emerge from diversity Build collective efficacy for having constructive conversations about race, class, and culture.
June 4	Exploration & Commitment	<ul style="list-style-type: none"> Focus on an isolated dimension of difference, such as race. Practice communication skills to develop shared understanding relative to the isolated dimension of difference. Commit to excellence with equity for every student.

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Division Chair(s)	Date
Director of Curriculum/Instruction or Personnel	Date

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II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY	
A. Division LAD		A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)	
B. Department English			
III. TITLE AND CRITERIA		1	of 2
A. Workshop Title Combining Prep & Accel		B. Funding source(s) and account numbers	
B. Selection Criteria Priority		<input type="checkbox"/> Grant Account	
<input checked="" type="checkbox"/> 1. Approved Curriculum Change		<input checked="" type="checkbox"/> District Budget Account	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE		<input type="checkbox"/> Township Initiative	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE		<input type="checkbox"/> Other	

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Lisa Plichta	TBD	1	5
2. Teacher 1	TBD	5	25
3. Teacher 2	TBD	5	25
4. Teacher 3	TBD	5	25
5. Teacher 4	TBD	5	25
6. Teacher 5	TBD	5	25
7. Teacher 6	TBD	5	25
8. Teacher 7	TBD	5	25
9. Teacher 8	TBD	5	25
10. Teacher 9	TBD	5	25
11. Teacher 10	TBD	5	25
TOTALS			5
			255

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

The LAD is shifting from two separate semesters of junior English at the prep and accel levels to annual courses at both levels. The courses have been conceived as parallel versions of each other and the course texts will be the same regardless of the level. The courses need to be differentiated from each other, however, to ensure that students with different academic needs have proper scaffolding so each student can reach the same outcomes. The first day of the proposed workshop would be to have the teaching team work with Lisa Plichta, the Differentiation Specialist for the district. She will help the teachers differentiate for readiness. The remaining days will be for each teaching team (one at the prep level and one at the accel level) to develop the curriculum maps which will include skill and knowledge outcomes, essential questions, and assessments for each course. Rubrics and assessment prompts will be developed as well.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date 2.8.21
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date 2.8.21
Division Chair(s)	Date 2.8.21
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A. Division LAD	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center;">2 of 2</div>
B. Department English	
III. TITLE AND CRITERIA	
A. Workshop Title Multicultural Lit	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input checked="" type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Teacher 1 - TBD	June	5	25
2. Teacher 2 - TBD	June	5	25
3. Teacher 3 - TBD	June	5	25
4. Teacher 4 - TBD	June	5	25
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		5	100

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

Multicultural American Literature is a new, semester-long course in the LAD. This summer workshop would enable teachers to create the curriculum map for the course that will include the essential skills and outcomes of the course, the aligned standards, and the assessments and corresponding rubrics.

VII. SIGNATURES AND APPROVAL	
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Division Chair(s)	Date 2.8.21
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A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Math	
III. TITLE AND CRITERIA	1 of 8
A. Workshop Title Financial Algebra Curriculum Development	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
x 1. Approved Curriculum Change	x District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Peter White		10	50
2. TBA		10	50
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		20	100

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
With the approval of Financial Algebra, the curriculum and course will need to be expanded. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

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B. Department Science			
III. TITLE AND CRITERIA			
A. Workshop Title STEM Research Curriculum Development	B. Funding source(s) and account numbers		
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account		
x 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account		
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative		
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V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBA		10	50
2. TBA		10	50
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		20	100

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
With the approval of STEM Research, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
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<i>Collin Voigt</i> Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

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B. Department Science	
III. TITLE AND CRITERIA	B. Funding source(s) and account numbers
A. Workshop Title Environmental Science Curriculum Development	<input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other
B. Selection Criteria Priority	
x 1. Approved Curriculum Change	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Charlie Pozen		10	50
2. Eric Nuss		5	25
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		15	75

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>With the approval of Environmental Science as a full year course, the curriculum and course will need to be developed fully. The curriculum map will be formalized, the assessments will begin to be written, and classroom experiences will be outlined.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
Approved as submitted	Not approved with rationale
Approved with revisions	Total hours approved
District budget hours	Grant hours
Other hours	Maximum cost allowable

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
<ul style="list-style-type: none"> Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first. Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m. Submit form electronically and in hard copy.

II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">4</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">8</div>
B. Department Science	
III. TITLE AND CRITERIA	
A. Workshop Title Chemistry Lab Safety	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
<input type="checkbox"/> 1. Approved Curriculum Change	<input checked="" type="checkbox"/> District Budget Account
<input type="checkbox"/> 2. District Goals:	<input type="checkbox"/> Township Initiative
<input checked="" type="checkbox"/> 3. Federal and/or State Mandates:	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Amber Beemer		1	5
2. Eric Bjornstad		1	5
3. Jaime Bronuskas		1	5
4. Bruce Falli		1	5
5. Erica Flounders		1	5
6. Michelle Harbin		1	5
7. Colleen Heath		1	5
8. Brain Keller		1	5
9. Serena Lerma		1	5
10. John McKendrick		1	5
11. Loyola Pasiewicz		1	5
TOTALS		11	55

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Flinn Scientific offers a 7-hour online training that provides teachers with training and reminders of how to maintain safety for themselves and their students. There is no cost to the training. The description of the course is below.</p> <p>The goal of the Laboratory Safety Certification Course is to improve your safety awareness and increase your knowledge of relevant safety regulations, practices and procedures that directly impact high school science teachers. The emphasis throughout the course is on best practices as the presenters offer you simple, practical, and effective solutions to solve your laboratory safety problems.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Collin Voigt</i> Division Chair(s)	Date <i>2/5/21</i>
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
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**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
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I. DIRECTIONS
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II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY			
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 40px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">of</td> <td style="width: 40px; text-align: center;">8</td> </tr> </table> </div>	5	of	8
5		of	8	
B. Department Math				
III. TITLE AND CRITERIA				
A. Workshop Title Algebra 1 Curriculum Development	B. Funding source(s) and account numbers			
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account			
x 1. Approved Curriculum Change	x District Budget Account			
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative			
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other			

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Tamiaka Killins	TBD	5	25
2. Julie Ozols	TBD	5	25
3. Jeremy Vrtis	TBD	5	25
4. Emily Clark	TBD	5	25
5. Kelsey Gacek	TBD	5	25
6. Matt Ranft	TBD	5	25
7. Jill Bober	TBD	5	25
8.			
9.			
10.			
TOTALS		35	175

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>Algebra team members would work together to apply the common skills of Solve, Explain, and Graph and make them explicitly present on their assessments. This would include the further exploration of the math practices and then developing a specific skill progression for the year. Student centered activities would be developed for consistent use in each unit. In addition, the team would work to develop rubrics and exemplars of what “A”, “B”, “C”, etc. quality work will look like.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
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**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
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II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Science	
III. TITLE AND CRITERIA	6 of 8
A. Workshop Title Forensics Curriculum Development	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
x 1. Approved Curriculum Change	x District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Angie Patel		5	25
2. Serena Lerma		5	25
3. Leilani Lopez		5	25
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		15	75

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
The forensics team would continue to develop and implement materials for this year-two course. Summer work would include the identification of Science and Engineering practices from NGSS that can correspond with skill-based assessments and the creation of case studies that can be used as thematic units.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Collin Voigt</i> Division Chair(s)	Date <i>2/5/21</i>
Director of Curriculum/Instruction or Personnel	Date

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LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal

I. DIRECTIONS
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II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">7</div> of <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 2px;">8</div>
B. Department Science	
III. TITLE AND CRITERIA	
A. Workshop Title Chemistry Lab Summatives	B. Funding source(s) and account numbers <input type="checkbox"/> Grant Account <input checked="" type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other
B. Selection Criteria Priority	
<input type="checkbox"/> 1. Approved Curriculum Change	
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Amber Beemer		2	10
2. Eric Bjornstad		2	10
3. Jaime Bronuskas		2	10
4. Bruce Falli		2	10
5. Erica Flounders		2	10
6. Michelle Harbin		2	10
7. Colleen Heath		2	10
8. Brian Keller		2	10
9. Serena Lerma		2	10
10. John McKendrick		2	10
11. Loyola Pasiewicz		2	10
TOTALS		22	110

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
<p>In order to provide students with additional ways to demonstrate their knowledge, teachers will create lab assessments that can be used as summatives. Currently, labs are frequently used as formative experiences in which students can discover and explore information. This project would create assessment tasks that expand upon the lab that was performed in class. These lab assessments will have recursive skills that teachers will identify and align to NGSS SEPs. This could include engaging in argument from evidence, developing and using models, and analyzing and interpreting data.</p>

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
<i>Collin Voigt</i> Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
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**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS
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II. DIVISION(S) AND DEPARTMENT(S)	IV. DIVISION CHAIR USE ONLY
A. Division Math/Science	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.)
B. Department Science	
III. TITLE AND CRITERIA	8 of 8
A. Workshop Title AP Biology Training	B. Funding source(s) and account numbers
B. Selection Criteria Priority	<input type="checkbox"/> Grant Account
x 1. Approved Curriculum Change	x District Budget Account
<input type="checkbox"/> 2. District Goals: NCLB & PSAE	<input type="checkbox"/> Township Initiative
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE	<input type="checkbox"/> Other

V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)			
NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. TBD		2	10
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS		2	10

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)
To fill a retirement, a new AP Biology teacher would review, prepare and evaluate materials for use.

VII. SIGNATURES AND APPROVAL	
Primary Submitting Teacher(s)	Date
Curriculum Coordinator(s)/Assistant Division Chair(s)	Date
Collin Voigt Division Chair(s)	Date 2/5/21
Director of Curriculum/Instruction or Personnel	Date

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**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2021 Summer Workshop Proposal**

I. DIRECTIONS

- Proposal(s) for 2021 Summer Workshops must be completed using this form. Save to your file first.
- Division chair submits proposals to Curriculum/Instruction Office by Monday, February 8, 3:00 p.m.
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II. DIVISION(S) AND DEPARTMENT(S)		IV. DIVISION CHAIR USE ONLY				
A. Division	Physical Welfare	A. Number and priority of department proposals (specify priority order, e.g., 2 of 8, etc.) <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">of</td> <td style="width: 20px; text-align: center;">2</td> </tr> </table>		1	of	2
1	of			2		
B. Department	Physical Education					
III. TITLE AND CRITERIA						
A. Workshop Title	Sophomore Strength Training	B. Funding source(s) and account numbers				
B. Selection Criteria Priority		<input type="checkbox"/> Grant Account <input type="checkbox"/> District Budget Account <input type="checkbox"/> Township Initiative <input type="checkbox"/> Other				
<input checked="" type="checkbox"/> 1. Approved Curriculum Change						
<input type="checkbox"/> 2. District Goals: NCLB & PSAE						
<input type="checkbox"/> 3. Federal and/or State Mandates: NCLB & PSAE						


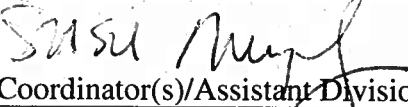
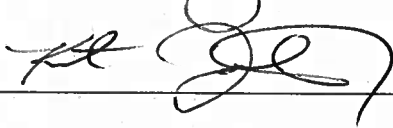
V. NAME(S), DAYS, DATES, AND HOURS (Provide the names of all faculty, including media specialists, librarians, etc., who will work in this workshop. A typical summer workshop day is 5 hours.)

NAMES	DATES	NUMBER OF DAYS	TOTAL HOURS (Days x 5)
1. Bryan Bergman	6/2/21 & 6/3/21	2	10
2. Dan Bielawski	6/2/21 & 6/3/21	2	10
3. Meghan Hutchens	6/2/21 & 6/3/21	2	10
4.			
5.			
6.			
7.			
8.			
9.			
10.			
TOTALS			6
			30

VI. SUMMER WORKSHOP DESCRIPTION (In this box, provide a clearly written detailed description of the work to be done, impact on teaching/learning/students, course enrollment, etc.)

While there has been a significant amount of planning that has went into the development of our Sophomore Strength Training Curriculum, it will be important to have dedicated time to take the unit plans and individual lessons that have been developed and ensure they are linked to standards and are assessed in an accurate way. This will be an opportunity to finalize our formative tasks and ensure they are aligned to summative assessments as well as making sure we are providing a consistent curriculum regardless of instructor. Intended outcomes of this workshop include:

- Sophomore Strength Training curriculum map with common formative tasks and summative assessments that are aligned to standards.
- Sophomore Strength Training syllabus and grading policies
- The development of supplemental learning materials for students in the course and the consistent integration of the formative practices (strong and weak examples of exercises, co-creating success criteria on core lifts, self and peer assessments, etc.)

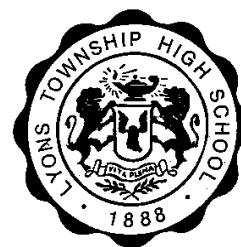
VII. SIGNATURES AND APPROVAL	
 Primary Submitting Teacher(s)	Date 2-4-21
 Curriculum Coordinator(s)/Assistant Division Chair(s)	Date 2-4-21
 Division Chair(s)	Date 2/4/21
Director of Curriculum/Instruction or Personnel	Date

VIII. CURRICULUM OFFICE USE ONLY	
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LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101

- Tel: (708) 579-6470
- E-mail: seggerding@lths.net
- Fax: (708) 579-6036
- Website: www.lths.net



SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding

DATE: March 9, 2021

RE: Cognia Survey Results

BACKGROUND

The Illinois State Board of Education requires all schools to give an annual survey to parents, students and faculty. LTHS uses a survey developed by Cognia, the organization that has accredited LTHS since 1904. The Cognia survey is one of three surveys allowed by the Illinois State Board of Education to give in place of the 5Essentials survey. We give the Cognia survey because it is a core component of our accreditation review.

The survey groups the questions into 5 areas of focus:

- Purpose and Direction
- Governance and Leadership
- Teaching and Assessing for Learning
- Resources and Support Systems
- Continuous Improvement

The attached reports include a single page summary of all three groups surveyed and the results of each question asked to all three groups. For comparison, changes in the average score from the 2019 administration of the survey to the 2021 administration are represented by the delta (Δ) percentage. Positive numbers are an improvement.

Regarding the number of surveys returned, in 2019, only 872 students responded to the survey when it was administered as an invitation via email since we could not administer the survey easily via computer. This year, we used the 2 lunch periods on a Lion day when students were at home and on computers which resulted in 3632 respondents. Teachers, who facilitated the administration of the survey, only returned 211 surveys, 88 fewer than in 2019. And parents, for whom we left the survey open the longest, only returned 174 surveys compared with 668 in 2019. Given the low numbers from parents, the responses are not a representative sample of the District, which limits the conclusions that can be drawn from them.

The top five highest scoring items in all three groups reflect what we want to be known for as a highly-performing high school. Opportunities for students, qualified staff, student-centered and access to counseling all suggest a healthy climate and a student-centered school. One item, access to technology, went from the bottom five to the top five for parents, although it should be noted that for many students, that technology has been provided by the family.

Lowest scoring items for parents and students had to do with meeting the individual needs of students. Teachers continued to express a lack of consistency in grading and low ratings in leadership.

NEXT STEPS:

- Following the review of the raw data, the Curriculum and Staff Development Team will compare the results to our District goals and determine if other areas of focus need to be added.
- As in years past, the CSD Team will also provide suggestions for improvement.
- The percentage of respondents in the student and staff sections will be reported to the State as a component of our rating; however, the ratings have been paused due to the pandemic.

RECOMMENDATION

I recommend that the Board review the Cognia Surveys.

Students: 3632

2021 Average	Network Average	2019 Average	Δ
3.84	3.72	3.82	0.5%
3.69	3.54	3.56	3.7%
3.65	3.66	3.63	0.6%
3.85	3.54	3.81	1.0%
3.66	3.51	3.61	1.4%

**Purpose and Direction
Governance & Leadership
Teaching and Assessing for Learning
Resources and Support Systems
Continuous Improvement**

Staff: 211

2021 Average	Network Average	2019 Average	Δ
3.31	4.22	3.79	-12.7%
3.39	4.12	3.64	-6.9%
3.51	3.97	3.5	0.3%
3.82	4.08	3.8	0.5%
3.41	4.1	3.49	-2.3%

Highest Scoring Items

In my school, a high quality education is offered.	4.17
In my school, I can participate in activities that interest me.	4.12
I have access to counseling, career planning and other programs to help me in school.	4.09
In my school, a variety of resources are available to help me succeed.	4.08
All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.	4.04

Our school provides opportunities for students to participate in activities that interest them.	4.53
Our school provides qualified staff members to support student learning.	4.08
A formal process is in place to support new staff members in their professional practice.	4
In our school, staff members provide peer coaching to teachers.	3.98
Our school maintains facilities that contribute to a safe environment.	3.91

Parents: 174

2021 Average	Network Average	2019 Average	Δ
3.51	4.06	3.8	-7.6%
3.51	3.96	3.85	-8.8%
3.4	3.98	3.61	-5.8%
3.72	4.05	3.97	-6.3%
3.43	4.01	3.74	-8.3%

Our school provides opportunities for students to participate in the activities that interest them.	4.17
My child has up-to-date computers and other technology to learn.	4.01
Our school provides a safe learning environment.	3.94
Our school provides qualified staff members to support student learning.	3.83
Our school's purpose is clearly focused on student success.	3.8

Lowest Scoring Items

All of my teachers change their teaching to meet my learning needs.	3.11
My school prepares me to deal with issues I may face in the future.	3.15
In my school, students help each other even if they are not friends.	3.44
My school motivates me to learn new things.	3.5
My school considers students' opinion when planning ways to improve the school.	3.5

All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.	2.75
Our school's leaders hold themselves accountable for student learning.	2.94
Our school's leaders engage effectively with all stakeholders about the school's purpose and direction.	2.95
Our school employs consistent assessment measure across classrooms and courses.	3.03
Our school's leaders support an innovative and collaborative culture.	3.12
All of my child's teachers meet his/her learning needs by individualizing instruction.	2.93
All of my child's teachers work as a team to help my child learn.	3.03
My child sees a relationship between what is being taught and his/her everyday life.	3.05
All of my child's teachers help me to understand my child's progress.	3.14
All of my child's teachers keep me informed regularly of how my child is being graded.	3.16

Students

Question	Avg		2021-2019		2021			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		N/A
	2021	2019	Avg	Δ	5+4	3	2+1	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	
	3.98	4.06	4.11	-0.08	78%	19%	3%	23%	31%	55%	52%	19%	12%	2%	3%	1%	1%	
1	In my school, Programs and services are available to help me succeed.																	
2	In my school, the purpose and expectations are clearly explained to me and my family.																	
3	In my school, a high quality education is offered.																	
4	In my school, all students are treated with respect.																	
5	In my school, teachers work together to improve student learning.																	
6	In my school, rules are applied equally to all students.																	
7	In my school, students treat adults with respect.																	
8	In my school, the principal and teachers have high expectations of me.																	
9	My school gives me multiple assessments to check my understanding of what was taught.																	
10	My school provides me with challenging curriculum and learning experiences.																	
11	My school prepares me to deal with issues I may face in the future.																	
12	My school motivates me to learn new things.																	
13	My school offers opportunities for my family to become involved in school activities and my learning.																	
14	My school makes sure there is at least one adult who knows me well and shows interest in my education and future.																	
15	My school provides learning services according to my needs																	
16	All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.																	
17	All of my teachers change their teaching to meet my learning needs.																	
18	All of my teachers explain their expectations for learning and behavior so I can be successful.																	
19	All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.																	
20	All of my teachers provide me with information about my learning and grades.																	
21	All of my teachers keep my family informed of my academic progress.																	
22	All of my teachers fairly grade and evaluate my work.																	

Students

Question	Avg 2019		Avg 2016		Δ	5+4	3	2+1	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A				
	3.74	4.06	3.74	4.06														
23	3.92	3.74	4.06	0.05		74%	19%	5%	23%	24%	51%	45%	19%	18%	4%	1%	2%	1%
24	3.57	3.2	3.38	0.12		57%	31%	11%	13%	6%	44%	39%	31%	31%	8%	5%	2%	1%
25	4.07	4.2	4.24	-0.03		82%	14%	3%	26%	35%	56%	53%	14%	9%	2%	3%	1%	0%
26	3.98	3.69	3.85	0.08		69%	21%	9%	21%	23%	48%	45%	21%	16%	6%	10%	3%	6%
27	3.42	6.25	3.38	-0.45		50%	33%	16%	10%	9%	40%	38%	33%	30%	12%	15%	4%	8%
28	4.1	4.28	4.26	-0.04		82%	13%	4%	31%	45%	51%	43%	13%	8%	3%	3%	1%	1%
29	4.07	4.19	4.22	-0.03		82%	14%	3%	29%	40%	53%	46%	14%	10%	2%	2%	1%	1%
30	3.67	3.58	3.64	0.03		62%	28%	8%	14%	13%	48%	49%	28%	25%	7%	10%	2%	1%
31	3.48	3.31	3.27	0.05		55%	28%	16%	13%	12%	42%	37%	28%	28%	11%	16%	7%	1%
32	3.83	3.87	3.88	-0.01		71%	22%	6%	18%	25%	53%	53%	22%	16%	4%	5%	2%	1%

Staff

Question	2021	2019-2021		2021			Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		N/A
		Avg	Avg	2021	5+4	3	2+1	2021	2019	2021	2019	2021	2019	2021	2019	2021	
		2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	
Purpose and Direction	1	3.76	4.10	4.17	-0.34	72%	16%	12%	20%	52%	16%	8%	3%	4%	1%	0%	1%
	2	3.11	3.41	3.41	-0.30	38%	35%	27%	11%	37%	35%	18%	9%	9%	3%	0%	3%
	3	3.22	3.68	3.60	-0.46	44%	31%	25%	11%	48%	31%	17%	12%	8%	3%	0%	2%
	4	3.21	3.64	3.76	-0.43	44%	33%	22%	9%	50%	33%	11%	10%	11%	2%	0%	2%
	5	3.23	3.77	3.92	-0.54	45%	33%	22%	9%	49%	33%	13%	7%	9%	4%	0%	2%
Governance and Leadership	6	3.8	3.91	4.07	-0.11	69%	19%	10%	22%	47%	19%	9%	3%	1%	2%	1%	3%
	7	3.47	3.57	3.75	-0.10	55%	31%	13%	10%	36%	31%	9%	9%	4%	3%	1%	2%
	8	3.11	3.47	3.47	-0.36	44%	26%	31%	9%	44%	26%	20%	10%	11%	8%	0%	1%
	9	3.58	3.90	3.98	-0.32	64%	16%	20%	20%	51%	16%	13%	9%	7%	2%	0%	1%
	10	2.92	3.35	3.30	-0.43	33%	28%	38%	9%	35%	28%	28%	14%	10%	5%	0%	1%
	11	3.79	3.76	3.96	0.03	71%	18%	10%	21%	51%	18%	6%	7%	4%	2%	0%	2%
	12	3.57	2.12	3.77	1.45	61%	23%	14%	14%	45%	23%	10%	9%	4%	3%	1%	3%
	13	3.44	3.31	3.54	0.13	55%	28%	17%	11%	39%	28%	12%	19%	5%	3%	1%	4%
	14	2.95	3.30	3.25	-0.35	32%	34%	34%	9%	36%	34%	21%	14%	13%	5%	1%	2%
	15	3.28	3.54	3.54	-0.26	45%	34%	20%	9%	47%	34%	14%	9%	6%	2%	1%	2%

Staff

Question	Avg 2019		Avg 2016		Δ	Strongly Agree					Neutral			Disagree		Strongly Disagree		N/A			
	5+4	3	2+1	3		4	3	2	1	0	1	2	3	4	5						
16	3.44	3.24	3.54	0.20		56%	23%	19%		13%	15%	43%	48%	23%	22%	13%	16%	6%	4%	1%	4%
17	3.38	3.24	3.50	0.14		53%	23%	23%		12%	12%	41%	49%	23%	24%	20%	16%	3%	5%	1%	4%
18	3.48	3.33	3.62	0.15		56%	23%	20%		14%	14%	42%	53%	23%	22%	18%	16%	2%	3%	1%	5%
19	3.87	3.27	3.63	0.60		76%	14%	10%		23%	14%	53%	52%	14%	19%	8%	16%	2%	5%	1%	5%
20	3.73	3.52	3.79	0.21		69%	21%	9%		14%	18%	55%	55%	21%	19%	8%	8%	1%	3%	1%	5%
21	3.32	3.17	3.45	0.15		46%	30%	21%		9%	10%	37%	47%	30%	25%	18%	20%	3%	4%	1%	5%
22	3.41	3.26	3.56	0.15		50%	27%	21%		12%	15%	38%	45%	27%	25%	19%	13%	2%	3%	1%	6%
23	2.73	2.60	3.32	0.13		30%	23%	45%		6%	11%	24%	41%	23%	27%	28%	21%	17%	19%	1%	5%
24	3.65	3.64	3.82	0.01		66%	19%	14%		18%	20%	48%	58%	19%	22%	11%	9%	3%	0%	1%	4%
25	3.63	3.47	3.71	0.16		65%	19%	14%		15%	21%	50%	49%	19%	21%	11%	10%	3%	2%	1%	5%
26	3.23	3.36	3.66	-0.13		52%	21%	27%		9%	17%	43%	52%	21%	24%	17%	13%	10%	4%	0%	3%
27	3.65	3.62	3.79	0.03		70%	18%	13%		14%	18%	56%	58%	18%	19%	7%	9%	6%	3%	0%	2%
28	3.34	3.39	3.65	-0.05		52%	24%	23%		10%	16%	42%	52%	24%	25%	16%	12%	7%	5%	1%	1%
29	3.3	3.13	3.41	0.17		46%	32%	21%		8%	13%	38%	40%	32%	32%	17%	17%	4%	5%	1%	3%
30	3.97	3.67	3.89	0.30		82%	11%	7%		22%	22%	60%	55%	11%	21%	6%	6%	1%	1%	0%	3%
31	3.98	3.88	4.17	0.10		84%	11%	4%		19%	36%	65%	50%	11%	14%	3%	3%	1%	1%	0%	3%
32	3.78	3.66	3.94	0.12		72%	15%	12%		18%	25%	54%	55%	15%	13%	10%	11%	2%	2%	0%	3%
33	3.65	3.60	3.88	0.05		66%	22%	12%		16%	22%	50%	54%	22%	20%	7%	9%	5%	2%	0%	2%
34	3.17	2.98	3.33	0.19		41%	32%	26%		8%	8%	33%	40%	32%	33%	22%	23%	4%	3%	0%	4%
35	3.38	3.22	3.59	0.16		55%	23%	20%		10%	13%	45%	54%	23%	24%	13%	15%	7%	5%	1%	5%

Teaching and Assessing for Learning

Staff

Question	Avg 2019		Avg 2016		Δ						Strongly Agree			Neutral			Disagree			Strongly Disagree		N/A
	5+4	3	2+1	Agree		Agree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Disagree	Neutral	Strongly Disagree	Strongly Disagree							
36	4.09	4.03	4.18	0.06		88%	9%	3%	25%	26%	63%	60%	9%	8%	2%	4%	1%	1%	0%	1%	0%	1%
37	3.51	3.55	3.82	-0.04		62%	19%	18%	14%	14%	48%	54%	19%	14%	12%	11%	6%	5%	0%	1%	0%	1%
38	3.69	3.73	3.94	-0.04		69%	18%	14%	17%	20%	52%	54%	18%	12%	10%	8%	4%	5%	0%	0%	0%	0%
39	3.85	3.70	3.79	0.15		75%	17%	8%	19%	17%	56%	56%	17%	16%	6%	5%	2%	3%	0%	0%	0%	3%
40	3.85	3.81	4.04	0.04		75%	20%	5%	17%	17%	58%	62%	20%	11%	4%	7%	1%	1%	0%	1%	0%	1%
41	3.37	3.20	3.46	0.17		55%	22%	23%	11%	13%	44%	37%	22%	21%	15%	16%	8%	12%	0%	1%	0%	1%
42	3.46	3.17	3.40	0.29		58%	23%	18%	11%	11%	47%	38%	23%	23%	12%	15%	6%	11%	0%	1%	0%	1%
43	3.89	3.87	4.05	0.02		71%	18%	7%	23%	22%	48%	56%	18%	12%	5%	7%	2%	3%	0%	1%	0%	1%
44	4.52	4.48	4.58	0.04		95%	4%	1%	58%	55%	37%	41%	4%	3%	1%	0%	0%	0%	0%	0%	0%	0%
45	3.86	3.94	4.19	-0.08		78%	11%	12%	24%	27%	54%	52%	11%	12%	9%	6%	3%	3%	0%	0%	0%	0%
46	3.89	3.87	4.23	0.02		76%	14%	10%	26%	28%	50%	50%	14%	9%	7%	8%	3%	4%	0%	0%	0%	0%
47	3.6	3.62	3.94	-0.02		65%	23%	12%	9%	11%	56%	60%	23%	17%	10%	7%	2%	2%	0%	2%	0%	2%
48	3.04	3.10	3.50	-0.06		42%	24%	34%	6%	10%	36%	36%	24%	23%	23%	19%	11%	9%	0%	4%	0%	4%
49	3.37	3.36	3.68	0.01		49%	33%	18%	8%	9%	41%	47%	33%	24%	15%	13%	3%	5%	0%	3%	0%	3%
50	3.14	3.24	3.46	-0.10		44%	25%	33%	8%	9%	36%	38%	25%	29%	25%	18%	8%	4%	0%	2%	0%	2%
51	3.36	3.36	3.54	0.00		49%	33%	17%	6%	9%	43%	45%	33%	27%	14%	14%	3%	2%	0%	3%	0%	3%
52	3.73	3.51	3.78	0.22		69%	21%	9%	15%	12%	54%	51%	21%	22%	7%	9%	2%	3%	1%	3%	0%	3%
53	3.64	3.56	3.80	0.08		64%	24%	11%	13%	12%	51%	53%	24%	23%	8%	6%	3%	3%	1%	3%	0%	3%

Resources and Support Systems

Using Results for Continuous Improvement

Question	AVG 2021	AVG 2019	AVG 2016	AVG 2015-2019	2021				N/A											
					5+4	3	2+1	Strongly Agree		Neutral		Disagree		Strongly Disagree						
								2021	2019	2021	2019	2021	2019	2021	2019					
Purpose and Direction	1	3.8	4.06	4.22	-0.26	73%	16%	11%	24%	34%	49%	48%	16%	13%	6%	2%	5%	1%	0%	2%
	2	3.18	3.20	3.51	-0.02	37%	34%	23%	11%	10%	26%	30%	34%	44%	14%	8%	9%	2%	5%	6%
	3	3.53	3.76	4.13	-0.23	64%	17%	19%	20%	22%	44%	47%	17%	22%	9%	5%	10%	2%	0%	2%
	4	3.52	3.72	3.93	-0.20	59%	24%	16%	16%	20%	43%	50%	24%	22%	9%	2%	7%	2%	1%	3%
	5	3.33	3.38	3.56	-0.05	45%	38%	14%	8%	12%	37%	37%	38%	41%	7%	3%	7%	1%	3%	6%
	6	3.62	4.03	4.25	-0.41	67%	13%	20%	22%	35%	45%	44%	13%	12%	13%	7%	7%	2%	0%	1%
	7	3.45	3.68	3.94	-0.23	56%	25%	16%	14%	20%	42%	47%	25%	23%	6%	5%	10%	1%	2%	3%
	8	3.71	3.93	4.11	-0.22	69%	14%	18%	25%	29%	40%	47%	14%	15%	10%	6%	8%	3%	0%	1%
	9	3.39	3.67	3.91	-0.28	53%	26%	20%	14%	21%	39%	43%	26%	26%	11%	5%	9%	2%	2%	3%
	10	3.36	3.65	3.89	-0.29	57%	16%	27%	14%	21%	43%	47%	16%	13%	18%	14%	9%	5%	1%	0%
Teaching and Assessing for Learning	11	3.53	3.86	4.01	-0.33	65%	17%	18%	13%	25%	52%	51%	17%	13%	11%	8%	7%	2%	0%	0%
	12	3.28	3.61	3.79	-0.33	51%	24%	24%	9%	19%	42%	44%	24%	22%	17%	10%	7%	4%	1%	1%
	13	2.93	3.09	3.32	-0.16	34%	28%	37%	6%	12%	28%	28%	28%	28%	26%	22%	11%	9%	1%	1%
	14	3.03	3.19	3.40	-0.16	36%	29%	33%	11%	14%	25%	26%	29%	34%	22%	18%	11%	7%	1%	2%
	15	3.14	3.38	3.64	-0.24	43%	23%	34%	14%	16%	29%	37%	23%	23%	24%	18%	10%	5%	1%	1%
	16	3.16	3.17	3.53	-0.01	46%	22%	31%	13%	14%	33%	33%	22%	20%	20%	23%	11%	9%	2%	1%
	17	3.46	3.52	3.73	-0.06	56%	19%	22%	17%	18%	39%	42%	19%	22%	15%	12%	7%	4%	3%	2%
	18	3.05	3.30	3.50	-0.25	39%	29%	30%	5%	11%	34%	34%	29%	33%	20%	18%	10%	4%	1%	0%
	19	3.79	4.06	4.13	-0.27	76%	11%	13%	21%	27%	55%	57%	11%	12%	8%	3%	5%	1%	0%	0%
	20	3.73	3.89	4.00	-0.16	67%	20%	11%	22%	30%	45%	43%	20%	17%	5%	7%	6%	2%	1%	0%
	21	3.45	3.80	3.97	-0.35	61%	17%	21%	16%	19%	45%	53%	17%	19%	11%	7%	10%	2%	1%	0%
	22	4.01	3.82	3.90	0.19	80%	10%	9%	33%	26%	47%	46%	10%	15%	6%	9%	3%	5%	1%	0%
	23	3.7	3.63	3.83	0.07	59%	17%	12%	19%	24%	40%	45%	17%	17%	6%	4%	6%	4%	13%	6%

Parents

Question	AVG		Δ	Strongly Agree				Disagree				N/A						
	2019	2016		5+4	3	2+1	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree							
Resources and Support Systems	24	3.99	4.14	-0.16	73%	16%	10%	25%	26%	48%	55%	13%	5%	4%	5%	2%	1%	0%
	25	3.91	4.09	-0.21	71%	14%	14%	16%	24%	55%	54%	15%	9%	4%	5%	2%	2%	0%
	26	3.99	4.36	-0.05	76%	16%	7%	27%	27%	49%	54%	11%	5%	6%	2%	3%	1%	0%
	27	4.04	4.14	-0.34	70%	14%	15%	20%	23%	50%	61%	12%	11%	4%	4%	1%	1%	0%
	28	3.66	3.93	-0.29	55%	20%	25%	18%	23%	37%	41%	20%	13%	10%	12%	7%	1%	0%
	29	4.40	4.54	-0.23	84%	9%	6%	41%	54%	43%	38%	9%	3%	2%	3%	2%	1%	0%
	30	4.05	4.22	-0.30	73%	12%	15%	22%	27%	51%	57%	12%	11%	2%	4%	2%	1%	0%
	31	3.60	3.72	-0.13	53%	29%	16%	14%	19%	39%	41%	29%	31%	10%	3%	6%	2%	4%
	32	3.86	3.99	-0.32	63%	17%	19%	15%	21%	48%	52%	17%	22%	13%	3%	6%	1%	0%
	33	3.53	3.68	-0.17	50%	32%	17%	11%	14%	39%	42%	32%	35%	8%	4%	9%	2%	3%
Continuous Improvement	34	4.00	4.13	-0.43	61%	24%	14%	18%	28%	43%	52%	15%	6%	3%	8%	1%	0%	1%
	35	4.53	3.76	-1.16	54%	21%	24%	17%	18%	37%	41%	21%	14%	16%	10%	4%	1%	1%