



**Board of Education - Committee of the Whole Meeting
Northwood Middle School
945 North Ave.
Highland Park, IL 60035**

Tuesday, September 10, 2024 7:00 PM

Mission

North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.

Agenda

No Live Stream

1. Call to Order/Roll Call (7:00 p.m.)
2. Pledge of Allegiance
3. Approval of Agenda
4. Discuss Middle School English Language Arts Adoption Process (Policy 6:40 & 6:210)
5. Public Comments (Policy 2:230) -*The Board welcomes comments and gives them serious consideration. Comments are limited to three minutes per speaker and will become part of the public record.*
6. Other
7. Adjournment



INSPIRE • INNOVATE • ENGAGE

NORTH SHORE

SCHOOL DISTRICT 112

Middle School English Language Arts

Committee of the Whole Meeting

September 10, 2024

Our Why





The Portrait of a Graduate

Our Commitment



Presentation Overview

- Data Celebrations
- Program Structure
- Professional Learning
- Vision for Middle School ELA
- Curricular Resource Review Process

Middle ELA → Performance Data

Overall Growth: IAR and NWEA MAP 2023-2024

Student Growth by Grade

Grade	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
03	396	51%	18%	69%	13%	+ 0.07 
04	362	65%	19%	72%	9%	+ 0.18 
05	367	61%	29%	62%	8%	+ 0.40 
06	360	57%	29%	65%	6%	+ 0.49 
07	390	64%	35%	61%	5%	+ 0.61 
08	353	55%	36%	56%	8%	+ 0.53 

Middle ELA → Performance Data

IAR by Grade

Grade Level	ELA 2022-2023	ELA 2023-2024	% Change
3rd	53%	50%	-3%
4th	59%	65%	6%
5th	52%	60%	8%
6th	45%	55%	10%
7th	45%	63%	18%
8th	40%	54%	14%
District Average	49%	58%	9%

Middle ELA → Performance Data

IAR by Cohort

Cohort			
Grade Level	ELA 2022-2023	ELA 2023-2024	% Change
3rd to 4th Grade	53%	65%	12%
4th to 5th Grade	59%	60%	1%
5th to 6th Grade	52%	55%	3%
6th to 7th Grade	45%	63%	18%
7th to 8th Grade	45%	54%	9%
District Average	51%	60%	9%

Middle School ELA → Program Structure

- Illinois Learning Standards
- Courses
- Curricular resources
- Pacing calendars, focus standards, and planning companions
- Common formative assessment
- Collaborative planning and data analysis



Middle School ELA → Illinois Learning Standards

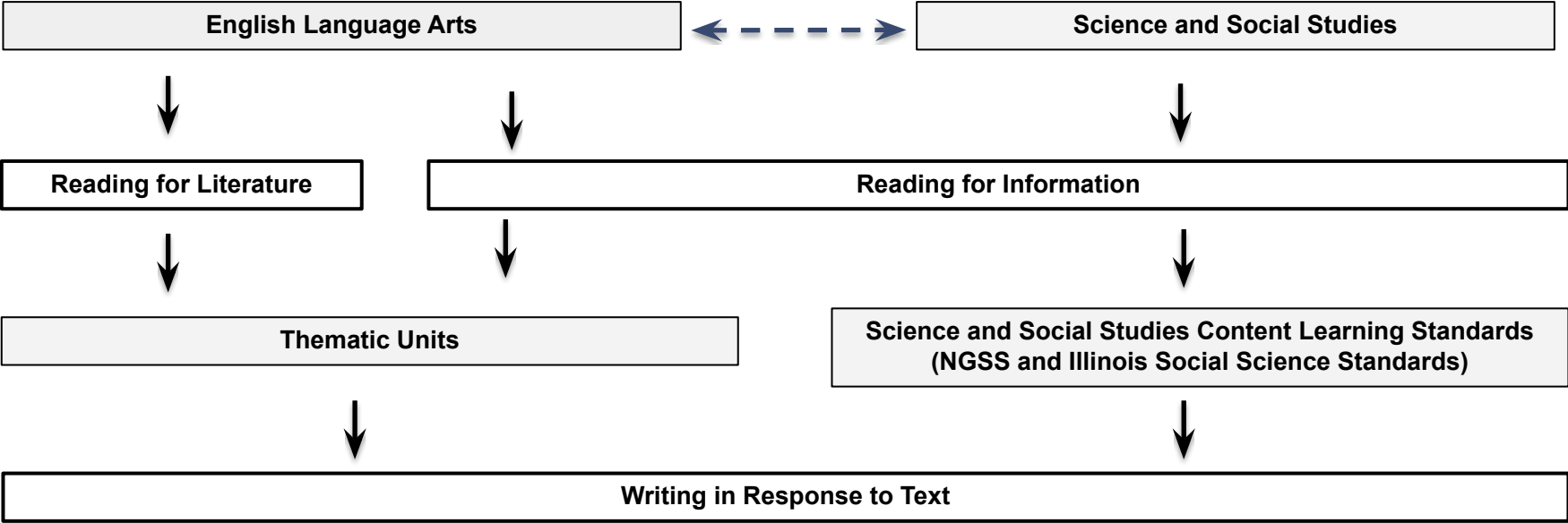
In 6th-12th grades, reading for understanding is critical to building knowledge in social studies, science and technical subjects. To be college and career ready, students must be able to:

- understand the kinds of evidence used in social studies and science to substantiate information;
- possess the skill to determine the meaning of domain-specific words and phrases;
- develop the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts.

It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

~Illinois Learning Standards

Middle School ELA → Illinois Learning Standards



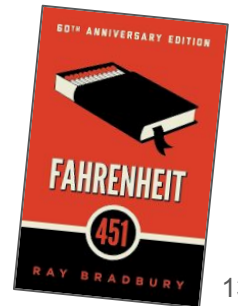
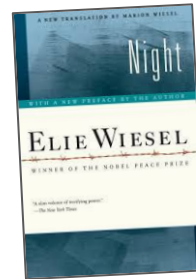
Middle School ELA → Reading Literary and Informational Text

- 6th Grade → Childhood, Animal Allies, Modern Technology, Exploration
- 6th ACC and 7th Grade → Generations, A Starry Home, Turning Points, People and the Planet, Facing Adversity
- 7th ACC and 8th Grade → Rites of Passage, What Matters, Human Intelligence, The Holocaust, Invention
- 8th ACC → American Voices, Survival, Literature of Civil Rights, Star-Crossed Romances, World's End



Middle School ELA → Novels

- 6th Grade → *Refugee* and Literature Circles (*Ghost*, *Among the Hidden*, *Life As We Knew It*)
- 6th ACC → *Refugee* and Literature Circles (*The Giver*, *Among the Hidden*, *Life As We Knew It*)
- 7th Grade → *The Giver* and Literature Circles (*Ghost*, *Among the Hidden*, *Life As We Knew It*)
- 7th ACC and 8th Grade → *Night* and *Animal Farm*
- 8th ACC → *Enrique's Journey* and *Fahrenheit 451*



Middle School ELA → Writing, Language, Listening & Speaking

- Performance Task 1 → Written
- Performance Task 2 → Speaking and Listening
- Performance Based Assessment → Written



Middle School ELA → Professional Learning

- Planning with the instructional model
- Leveraging the focus standards and planning companions
- Using data to inform instruction



Curricular Resource Review Timeline

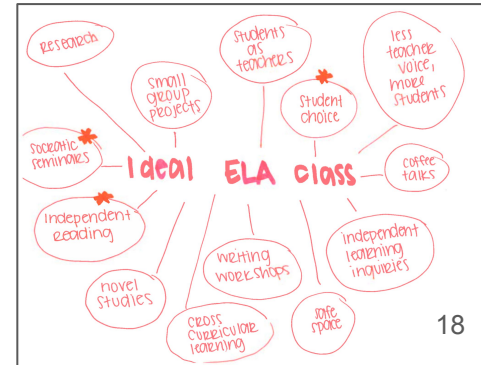
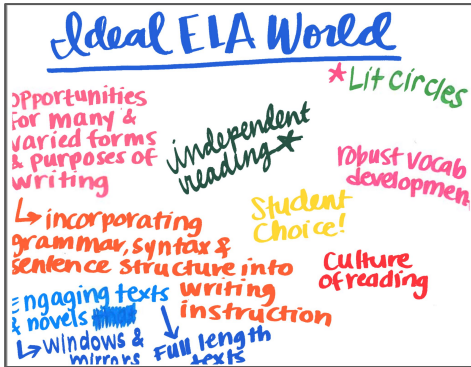
Month	Focus
June 2024 - September 2024	Needs Assessment and Research
October 2024 - December 2024	Teacher Committee Review of Resources
Winter 2025	Recommendation to Board of Education
Winter 2025	Request for Board of Education Approval
Spring / Summer 2025	Implementation and Professional Learning Planning

Middle School ELA → Teacher Voice



Middle School ELA → Teacher Voice

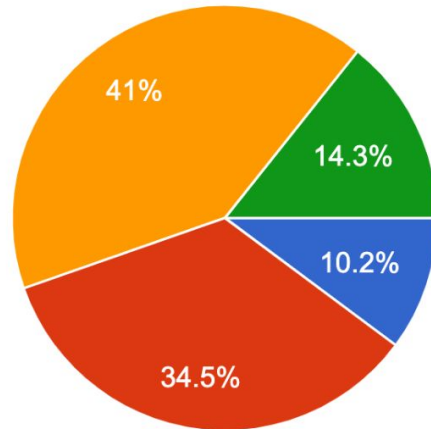
What is the ideal middle school ELA classroom?



Middle School ELA → Student Voice

How do you feel about the texts you read in ELA?

972 responses



- I love what I am required to read in ELA almost all of the time.
- I love what I am required to read in ELA more than half of the time.
- I love what I am required to read in ELA less than half of the time.
- I never love what I am required to read in ELA.

Middle School ELA → Student Voice

Explain your answer

- “I enjoy reading a lot! ELA is never boring for me. It is almost like having recess on a warm sunny day!”
- “I often find the texts I read in school dull and uninspiring. It sometimes feels as though I am reading the same characters or same themes over and over. I also find it very difficult to see myself in texts. I don’t think that I should always read a perspective that is the same as mine, since reading is a great way to see things in a new light, however I often don’t really relate to the characters.”
- “The texts are not very interesting and are usually outdated.”
- “I think it’s mostly the topics that I have mixed feelings about. They’re not something I would read about in my spare time. However, I think it’s incredibly important to expose yourself to new and unique genres.”
- “I like almost all the text read in ELA class because, when it is non-fiction, I learn a lot and when it is fiction there is always an important lesson to be learned”.

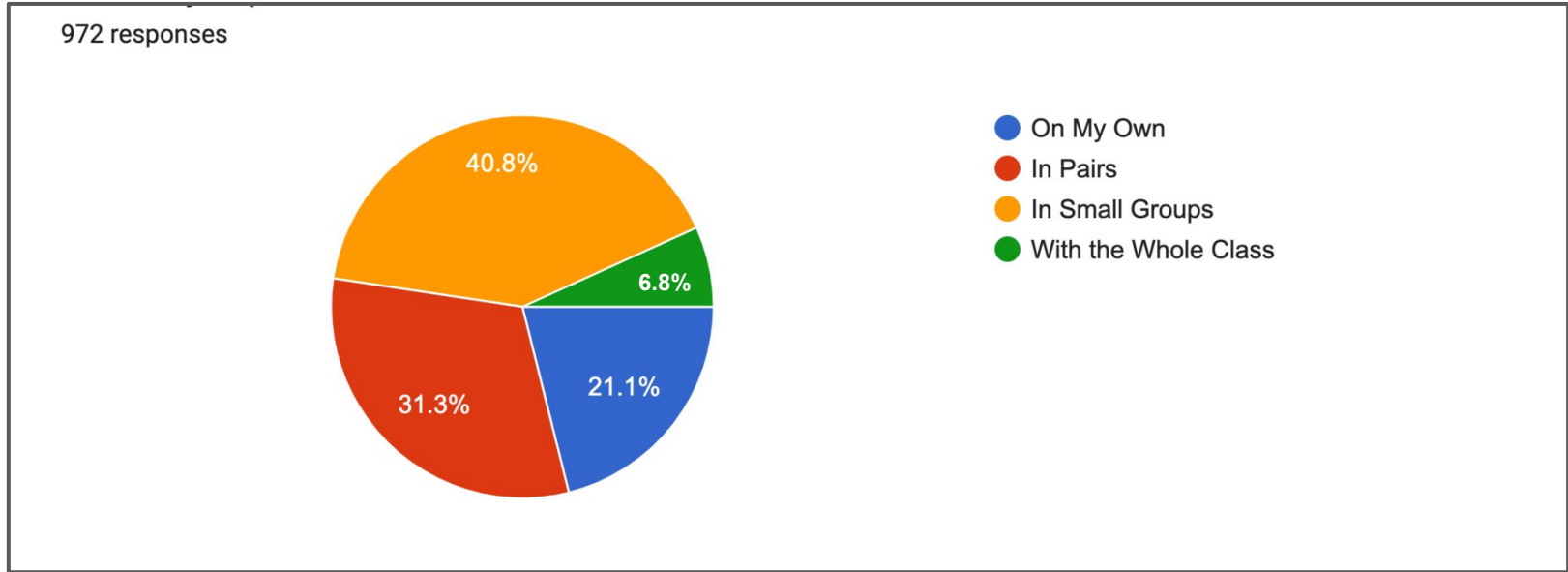
Middle School ELA → Student Voice

What is most important to you about ELA?

- “Learning how to be the best reader, writer, and thinker that I can.”
- “Learning about other people's' cultures, minds, experiences and writing stories.”
- “I think the most important part of ELA is learning how to become a strong writer. I think writing is a skill that can greatly benefit you later in life.”
- “I really care about learning things that I will have to do in the future and another huge this is understanding texts and being able to read and explain the meaning about books.”
- “The most important thing about ELA to me is the fact that you're improving an actual skill. It's not something like social studies, where you might learn and memorize about history. Instead, you're refining and improving one of the most important skills that you have in life.”

Middle School ELA → Student Voice

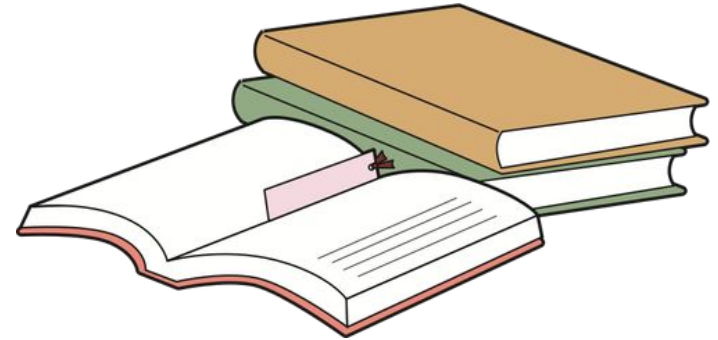
How do you prefer to work in ELA class?



Middle School ELA → Student Voice

What kinds of topics do you want to read about in ELA?

- Fiction
- Mysteries
- Sports
- The Holocaust
- War
- Graphic Novels
- Realistic Fiction
- Adventure
- Fantasies
- Biographies
- History
- Science Fiction



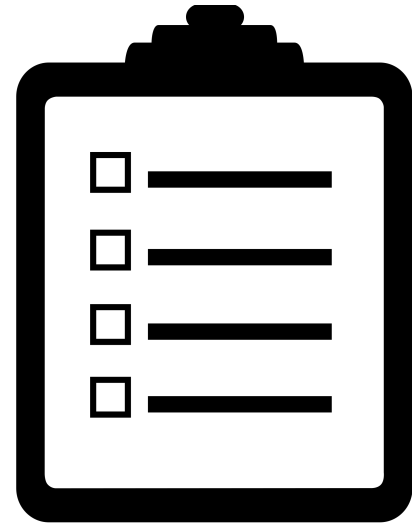
Middle School ELA → Family Voice

What skills or topics do you feel are most important for our middle school English Language Arts (ELA) curriculum to focus on?



Middle School ELA → Resource Review Criteria

- Alignment to D112 Priorities
- Instructional Resources
- Student Facing Resources
- Instructional Design



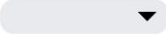
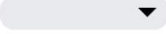
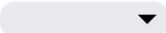
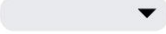
Resource Review Criteria → 112 Priorities

DISTRICT 112 PRIORITY ALIGNMENT	
	Rating
Portrait of a Graduate •The program supports the components of the district's Portrait of a Graduate	<input type="text"/>
Instructional Framework •The program offers meaningful opportunities for teachers to embed pedagogical practices from the Instructional Framework	<input type="text"/>
Student Engagement •The program offers meaningful opportunities for teachers to embed student engagement structures	<input type="text"/>
Diversity, Equity, and Inclusion •The program thoroughly addresses the district's priorities for Diversity, Equity, and Inclusion	<input type="text"/>

Resource Review Criteria → Instructional Resources

Instructional Resources	
	Rating
<p>Standards Alignment</p> <ul style="list-style-type: none"> •Lessons clearly identify the learning standards •Scope and sequence thoroughly addresses the learning standards for the grade level •Resources are sufficient and effectively address the learning standards of the course 	<input type="text"/>
<p>Teacher Edition</p> <ul style="list-style-type: none"> •Lessons have a clear and coherent structure and pace •Any digital components are easy to navigate •Lessons have ample and useful annotations and suggestions for how to present content •Lessons clearly explain instructional approaches and are based in research and evidence •Unit designs present engaging topics, themes, and essential questions 	<input type="text"/>
<p>Reading Instruction</p> <ul style="list-style-type: none"> •Reading instruction includes opportunities for students to show growth toward standard mastery and presents instruction of standards in a cyclical manner •Instructional strategies are present within the program and remain consistent throughout all units •Reading instruction is related to RL and RI standards within the Illinois Learning Standards •Reading instruction also includes targeted reading comprehension lessons in a gradual release model •Instructional time permits teachers to flexibly navigate between whole group modeling, flexible small group instruction, and independent application and skills practice 	<input type="text"/>

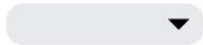
Resource Review Criteria → Instructional Resources

<p>Writing Instruction</p> <ul style="list-style-type: none">•Writing prompts are thematically connected and include mentor texts•Writing is taught explicitly through a gradual release of responsibility and includes sufficient time for the workshop model (pre-writing, brainstorming, drafting, revising, editing, and publishing)•Writing assignments vary in purpose, audience, genre, length, and duration	
<p>Grammar and Language</p> <ul style="list-style-type: none">•Vocabulary instruction is connected to high leverage words within all tiers of vocabulary, as well as text-dependent vocabulary•A grammar component is present and is directly connected to writing instruction or can be used to create a deeper understanding of standard English grammar and mechanics	
<p>Differentiation</p> <ul style="list-style-type: none">•A variety of learner experiences can support students in reaching grade level standards•Ideas on how to scaffold and extend learning based on data are included within the teacher and/or student edition•Varied text levels are appropriate and provide students with ways to access the text while maintaining the rigor of the skill(s) included in instruction	
<p>Supplemental Instructional Materials</p> <ul style="list-style-type: none">•Beyond the core curriculum, the program includes digital or reproducible resources (i.e. additional texts, writing prompts, differentiated lessons, slideshows, etc.)	

Resource Review Criteria → Instructional Resources

Assessment

- The scope and sequence of a unit includes opportunities for formative and summative assessments
- The resource aligns assessments to standards within the unit of instruction
- The assessments are aligned to rubrics based on Illinois Learning Standards
- The platform supports teachers in data collection, analysis, and provides clear instructional next steps based on student performance
- In any program created assessments, there is a variety of question types to ensure high expectations



Resource Review Criteria → Student Resources

STUDENT RESOURCES	
	Rating
<p>Texts</p> <ul style="list-style-type: none"> •All texts have been carefully curated to include a balanced representation of people with multiple perspectives and identities •Texts are qualitatively and quantitatively complex •Reflect a range of genre and types required by the learning standards •Texts are of high interest and consider the learning needs and interests of middle level learners •Provide opportunities for cross-curricular connections and knowledge building •Meaningful opportunities to align novels to unit themes 	<input type="text"/>
<p>Learning Experiences and Student Tasks</p> <ul style="list-style-type: none"> •Students have a range of opportunities to write in response to reading and to write creatively •Tasks are appropriately sequenced, compiled, and aligned to the progression of learning standards •Student tasks provide opportunities to incorporate engagement structures and discussions •Any digital components are easy to navigate •Students are taught strategies to monitor their comprehension while reading •Incorporates different types of learning experiences (e.g. partners, small groups, independent) •Opportunities for students to collaborate 	<input type="text"/>
<p>Writing</p> <ul style="list-style-type: none"> •Writing instruction is aligned to the Illinois writing standards and includes narrative, argumentative, and informative writing experiences •There are opportunities for short writing tasks as well as longer constructed responses •Program provides writing instruction and resources, not just writing prompts •Writing tasks include creative and text dependent opportunities •Opportunities for students to receive immediate feedback (e.g. AI) 	<input type="text"/>

Resource Review Criteria → Instructional Design

	Rating
Collaboration <ul style="list-style-type: none">•Flexibility in lesson design provides teams with ample opportunities to collaborate to make effective instructional decisions•Instructional tasks are written in a way that provide teacher teams with opportunities to converse about how to deliver instruction (i.e. which engagement structures to add, discussion protocols, etc.)	<input type="text"/>
Data Collection and Analysis <ul style="list-style-type: none">•The curricular resource provides opportunities to collect assessment data•The teacher team has opportunities to analyze data collectively in order to plan for instructional next steps•The program provides instructional next steps based on student growth and proficiency related to specific standards and skills	<input type="text"/>
Pedagogy <ul style="list-style-type: none">•The curricular resource supports teachers in creating engaging lessons for whole group, target skill practice, flexible groups, and independent practice•The curricular resource provides learning tasks that relate to the standards of instruction while maintaining high expectations and student engagement•The components of the resource enhance instructional opportunities by providing a flexible pace in order to effectively use student data to drive instruction	<input type="text"/>

Middle School ELA Curricular Resources in Neighboring School Districts



Thank You!

