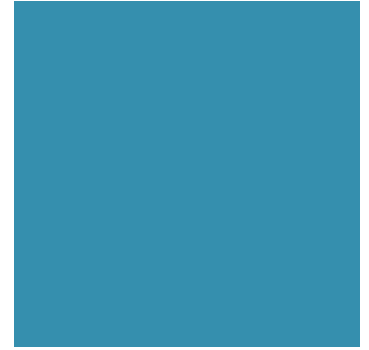


Curriculum and Instruction Report

Internet Safety, Report Card, Curriculum Alignment, and NCLB Reauthorization

August 16, 2010

Internet Safety



- **M86 Web Security Filter – Current**
- **Transferred from Secured Computing**
 - Financially more responsible
 - New system provides comparable security
- **Blocks students and staff access based on content (visual and text)**
- **Using M86 Security Filter**
 - Blocked over 200,000 searches per month
- **Internet Security M86**

Teaching Internet Safety



- **Lisa Madigan's Office – Internet Safety Presentation**
 - **4th and 5th Grade Students**
 - **Evening Parent Night**
- **LMC Directors and Teachers cover specific Internet Safety Topics monthly (Illinois Internet Safety Law)**
 - **Safe and responsible use of social networking websites, chat rooms, electronic mail, bulletin boards, instant messaging, and other means of communication on the Internet.**
 - **Recognizing, avoiding, and reporting online solicitations of students, their classmates, and their friends by sexual predators.**
 - **Risks of transmitting personal information on the Internet.**
 - **Recognizing and avoiding unsolicited or deceptive communications received online.**
 - **Recognizing and reporting online harassment and cyber-bullying.**
 - **Reporting illegal activities and communications on the Internet.**
 - **Copyright laws on written materials, photographs, music, and video.**

Report Cards

- **Report Card Committee**
 - **17 Members – Grade level and building representation with 3 parent members**

- **Proposed Plan for 2010-2011**
 - **Pilot standards based reporting 4th/5th grade (Westfield)**
 - **Define common language for assessing using standards and common rubric**
 - **Develop new standards based report cards aligned to Common Core Standards K-5**
 - **Provide Parent Education Spring 2011 and Fall 2011**

Sample Standards Based Reporting Language



- **Level 4 – Student has mastered the standard, exceeded expectations and shows advanced knowledge, having the ability to apply knowledge to a new setting.**
- **Level 3 – Student has mastered the standard and has met expectations.**
- **Level 2 – Student has mastered parts of the standards and is progressing well.**
- **Level 1 – Student has not master the standard and further support may be necessary.**

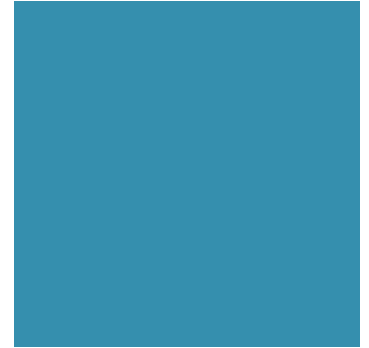
Curriculum Alignment



- **D87 New Math Curriculum Path for 2011-2012**
 - Algebra (Freshman)
 - Geometry (Sophomore)
 - Intermediate College Algebra (Junior)

- **Glen Crest Math Curriculum Path 2010-2011**
 - 6th Grade – Prentice Hall Mathematics (previous 7th grade book)
 - 7th Grade – Prentice Hall Mathematics (previous 8th grade book)
 - 8th Grade – Pre-Algebra (previously advanced, now all students take)
 - All middle level advanced and high advanced take Algebra (65% of students leaving GC have taken Algebra 1)

Curriculum Alignment



- **Course options for Support**
 - Applications
 - SRA Math
 - Students take these while taking traditional math sequence
- **Course support option mirrors D87**
 - Students take Algebra and support class
- **Alignment of previous 6th grade math curriculum to 5th grade curriculum to ensure concepts are covered**

Curriculum Alignment



- **D87 New Science Curriculum Path for 2011-2012**
 - **Biology (Freshman)**
 - **Chemistry (Sophomore)**
 - **Physics (Junior)**

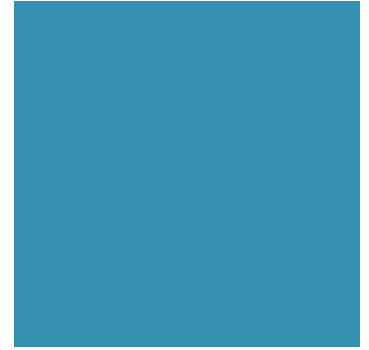
- **Glen Crest Science Curriculum Path 2010-2011**
 - **6th Grade – Earth Science & Electricity Unit**
 - **7th Grade – Life Science**
 - **8th Grade – Chemistry and Physics Science**

- **During 2010-2011**
 - **Review of class order of Earth and Life Science**

Curriculum Alignment

- English/Language Arts and Social Studies no change to course sequence
- Science and Social Studies Curriculum Review will occur over the next two years
- Ongoing Review of students' success with the new math sequence will occur throughout the year

Meeting the Needs of All Learners: No Child Left Behind



Reauthorization of Elementary and Secondary

Education Act (“ESEA”) of 1965

Passed US Congress, January 8, 2002

<http://www.ed.gov/nclb>

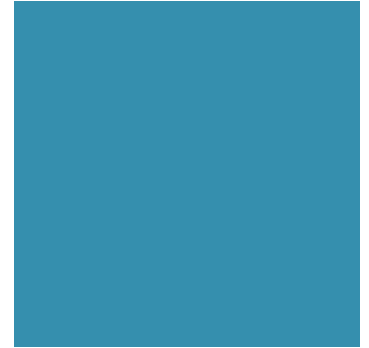
Blueprint for Reauthorizing the Elementary and Secondary Education Act (ESEA)



- **Three major goals for reauthorization:**
 - **Raise standards**
 - **Reward excellence and growth**
 - **Increase local control and flexibility while maintaining the focus on equity and closing achievement gaps**

- **ESEA will set a goal that by 2020, all students will graduate ready to succeed in college and the workplace**

What NCLB Reauthorization Might Look Like?



- **Replace AYP for gauging student achievement with a system that measures whether students are ready for college or a career – growth model.**
- **Tie Title I funding to states' adoption of college- and career-ready standards**
- **States develop:**
 - **definition of "teacher effectiveness" partially based on student outcomes**
 - **link teacher effectiveness to student achievement data**

What NCLB Reauthorization Might Look Like?



- States:
 - menu of interventions for use with struggling schools including dramatic interventions
 - require that a failing school remove its principal
- Offer incentives to school districts that do a great job of closing the achievement gap
- Consolidate smaller, targeted programs and create competitive grant streams
- “Richer assessments” and dedicated \$350 million in stimulus money from the Race to the Top Fund toward that goal

Major New Concepts



- **Growth models:**
 - **Measure student progress through growth rather than comparing groups of students with each other.**
 - **The department already has a pilot project that allows states to use growth models.**
 - **Current system doesn't reward teachers and schools for helping individual students advance**

Major New Concepts

- Differentiated consequences:
 - involves a more nuanced look at a school's performance
 - For instance, schools that miss achievement targets because all of their students are struggling would be subject to a different set of interventions than schools that generally are doing a good job with most students, but are having trouble.
 - "tiered" approach to looking at how schools are doing and fixing their shortcomings
- Incentives :
 - Race to the Top, the [Investing in Innovation Fund](#), or both, permanent in their ESEA proposal

Remaining Questions

- Will the administration seek to keep the 2013-14 deadline for bringing all students to proficiency (or college-and career-readiness—CCR?)
- What's going on with school choice and tutoring?
- Exactly how will AYP (or CCR) be calculated? Will non-academic factors be part of the mix?
- How will we test students? In what grades? How often?
- What exactly does college- and career-ready mean, especially for states that don't join the Common Core State Standards Initiative?

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