D86 Strategic Plan - Goal 1: Student Growth and Achievement

All students are engaged in a rigorous education resulting in college, career, and life readiness

High Priority Strategies

- Course and instructional units include common critical competencies, aligned assessments between the two high schools, and multiple measures of success.
- Students explore big ideas, leverage technology, make real world connections, and use authentic ways to demonstrate their knowledge and interests.
- Students use their individual data to shape decisions about career and life readiness

D86 Equity Goals - Student Growth and Achievement

- Raising the academic achievement and social/emotional outcomes for all students while eliminating the historically predictable racial outcomes.
- Designing and implementing a culturally responsive curriculum and pedagogy that interrupts racism and other systems of oppression and allows all students to see themselves in their schooling.
- Identifying and removing barriers in our current policies, procedures, systems, and practices that limit opportunities for our students.

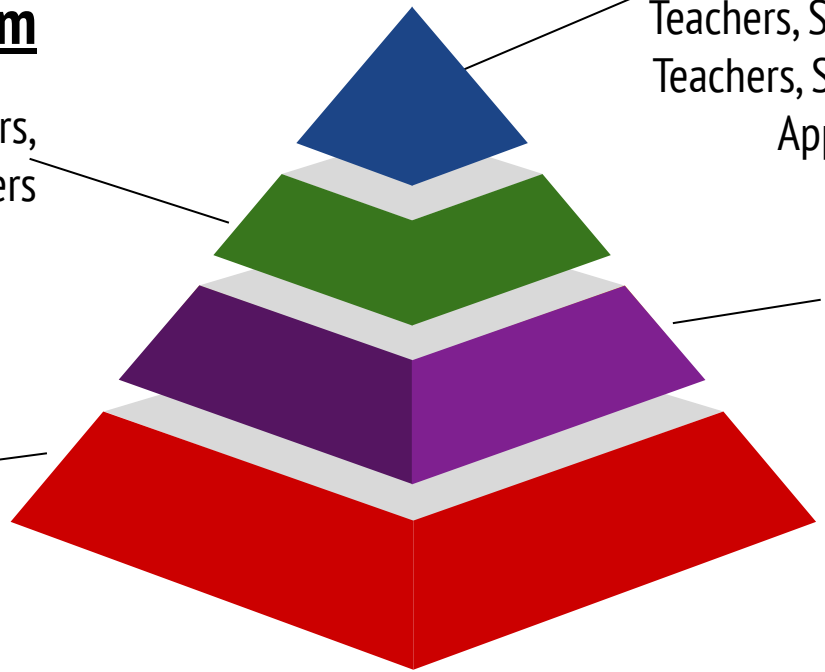
Structure of the Curriculum-Alignment Process

Writing Team

Department Chairs, Content Teachers, Special Education Teachers, Sender Schools if Appropriate

Development Team

Department Chairs, Content Teachers, Special Education Teachers



Program Team

Department Chairs, Teachers, Administrators

D86 Strategic Plan

Community members, Parents, Students, Board Members, Administrators, Department Chairs, Teachers, Consultants

Guiding Principles of Curriculum Alignment in D86

Students - The District 86 curriculum alignment process <u>Ensures:</u>

1. Common course objectives and final exams for all D86 like-courses
2. Access to challenging, college/career focused coursework
3. Access to accelerated, honors/AP coursework
4. Access to academic and SEL support systems and resources
5. Logically ordered, cohesively linked, college and career focused course sequences
6. A culturally-relevant curriculum reflective of the diverse identities of D86 students
7. Real-world, authentic ways for students to demonstrate their knowledge and interests
8. Equitable access to instructional technology

Staff - The District 86 curriculum alignment process <u>Ensures:</u>

9. Opportunities to collaborate for professional growth
10. The flexibility to adapt academic programs to meet students' needs in an ever-changing world

Common Elements in D86 Alignment Work

- Logically Sequenced Coursework
- Common Courses - Common Collaboration
- Maintaining or Increasing Pathways to Acceleration by Eliminating Barriers
- Maintaining / Enhancing Honors / Dual Credit / AP Opportunities
- Relevant, future-focused course options
- Creating Exploratory Options
- Maintaining or Enhancing Content

D86 Program Team Process

Each Program Team is comprised of Department Chairs and Teachers from HC and HS as well as Administrators from the D86 Academic Cabinet

Program Team Process - Each team meeting multiple times throughout SY 20-21

- Analyzed the strengths and areas for improvement in the current curriculum
- Researched program innovations and best practices
- Engaged peer and neighboring districts
- Drafted and adopted a unified mission statement
- Drafted and adopted Program Goals
- Reviewed the core course sequence / Recommended Revisions
- Aligned courses for a D86 unified Program of Studies (2023-24)
- Drafted Key Performance Indicators (KPIs)

D86 Program Team Communication Process

Communication Norms for all Program Teams:

- Initial Program Team meetings included large group reports about conversations, surveys and correspondence with peer and neighboring districts as well as colleges and universities.
- Each Program Team Meeting ends with a team summary of the work done
- Following each meeting, a department communication was sent to inform the entire department of the Program Team work
- Department Meetings included time to discuss Program Team Work
- Where appropriate, department and student surveys were given to elicit feedback. The data collected was analyzed by the DCs and Program Team and then reported back to the departments.

Parent Teacher Advisory Council (PTAC) Feedback

As part of the Curriculum Adoption Process (Administrative Procedure 6:40), all Program Teams presented their work and curriculum adoption recommendations to PTAC prior to the 1st Reading of the Program of Studies scheduled for Oct. 28.

Answers to the following general comments and questions from PTAC have been incorporated into tonight's updates (as well as several others):

- Will there be expanded honors options? Will any be removed?
- Will the content of the courses being revised/replaced be added to new courses?
- Will all new / revised courses be offered on both campuses?
- How do I get more information about dual credit and the Seal of Biliteracy?

Earned Honors Credit - Small Pilot (4 classes in 22-23)

One of the concepts presented was on a PILOT of an Earned Honors Credit.

Working definition:

Students who chose to remain in a regular section of a course (e.g. Rhetoric) will be provided opportunities to demonstrate honors level sophistication or engagement with the content/subject. This could take the form of differentiated work, student choice in materials, proof of increased sophistication, and so on…

Those that take advantage of these honors opportunities **could** be awarded honors credit for the course dependent on their performance. A version of Earned Honors currently exists in District 86 in some Music and CTE electives.

The Pilot will target two NEW English Electives, one CTE course, and one course in Fine Arts. More details and conversation about this Pilot will take place at PTAC at the November 7 meeting.

Important to know:

- **This does NOT change the expected outcomes for the regular course.**
- **This does NOT replace or eliminate honors or AP courses.**
- **This is NOT a pilot that will mix honors and regular level classes.**
- **The Earned Honors Credit will NOT cause a course to be stacked.**