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

Equity Goals

- 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.

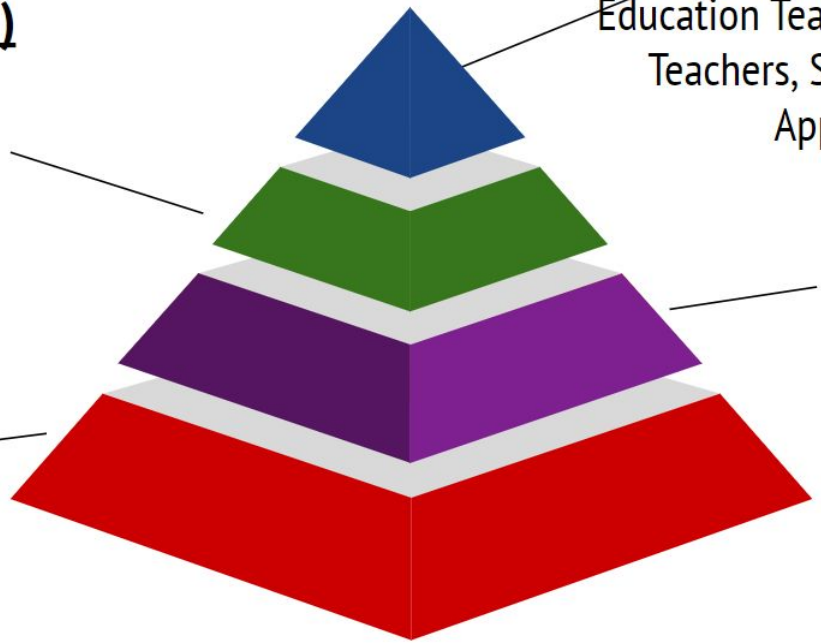
Structure of the Curriculum-Alignment Process

Writing Team (Phase 3)

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

Development Team (Phase 2)

Directors, Department Chairs, Teachers



D86 Program Team (Phase 1)

Administrators, Department Chairs, Teachers, Related Service Providers

D86 Strategic Plan

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

Over 135 Certified Staff (non-administrators) have worked **directly** on a Program, Development, and/or Writing Team so far.

Workflow - Curriculum Alignment Process

Innovation and Alignment			Continuous Improvement
Program Team Work - Phase 1	Development Team Work - Phase 2	Writing Team Work - Phase 3	Department / Course Team Work
SWOT Analysis	Unpack, reorder, revise - standards /outcomes /objectives	Develop 'Units' for all new/revised courses	Use assessment data to modify instruction, outcomes, assessments
Draft Program Mission	Articulate horizontal / vertical alignment	Update Common Curriculum Templates	Articulate with MS Sender schools
Write SP Goals	Apply curriculum elements to common templates	Select Instructional Materials / Resources	Articulate with other D86 Programs
Consider and research program innovations	Identify and apply for Dual Credit opportunities	Write / Revise Common Summative Assessments	Collaborate on formative assessments
Create/Revise Program Course Sequence	Internal Program alignment conversations (between programs)	Develop alternative assessment strategies / practices	Collaborate on instructional strategies
Align courses in POS (Continue, Combine, Collapse	Coordinate articulation with MS Senders	Apply Common Grading Practices	Collaborate on intervention strategies
Draft Program KPIs	Identify instructional materials needed		Review, update, report on KPI progress
Draft Implementation Timeline	Discuss Common Grading Practices		
*In Alignment with Equity Mission and Vision			

Curriculum and Grading Alignment work: All Programs working toward completion before SY 25-26

This is the ongoing, regular work that will continue after alignment work is complete

Goal 1: 2021-2022 Accomplishments

Phase 1 Program Teams	Phase 2 Developmental Teams	Phase 3 Writing Teams
• Special Education Program Team completed Phase 1 and will present their work at a community forum, PTAC and the BOE in the fall	• All academic content areas continued Phase 2 work • All teams started using Common Curriculum Guides and Templates	• The Science Program completed Phase 3 for the PCB Sequence, AP Biology and AP Chemistry and started Phase 3 alignment for the freshman biology courses within the Bio-First pathway. • The Math Program completed Phase 3 alignment: Algebra, College Prep Math, Algebraic Reinforcement • The English Program team completed Phase 3 alignment for its first two new Junior/Senior options

Curriculum Alignment in Progress
Work Completed EOY 2021-22

Department	Overall Curriculum Alignment Status	Program of Studies	Fees	Textbooks	Grading Practices	Course Objectives	Unit Alignment	End of Term Assessments
Art	49%	89%	100%	100%	50%	2%	2%	2%
Business	51%	100%	100%	97%	50%	3%	3%	3%
ELL	100%	100%	100%	100%	100%	100%	100%	100%
English	25%	67%	67%	8%	8%	8%	8%	8%
FACS	47%	96%	100%	85%	50%	0%	0%	0%
Math	60%	100%	100%	86%	45%	45%	45%	41%
Music	71%	100%	100%	100%	50%	50%	50%	50%
Physical, Health, Drivers' Education	71%	93%	93%	93%	57%	54%	57%	54%
Science	45%	69%	73%	65%	25%	29%	33%	19%
Social Studies	42%	13%	100%	65%	38%	38%	38%	38%
Special Education	0%	0%	0%	0%	0%	0%	0%	0%
Technology	51%	100%	100%	100%	50%	0%	8%	0%
World Language	59%	98%	94%	91%	50%	31%	31%	17%

Goal 1 - 2022-23 Focus (including Summer Work)

Curriculum Alignment - Phases 2 and 3 Focus

- CTE - Introduction to Business(Earned Honors), Consumer Economics, Marketing, Exploring FACS, Culinary 1 & 2, Pre-Engineering 1 & 2, Woods
- English - Jr/Sr courses and English 1 (&H)
- Fine Arts - Drawing & Painting, 3D Art Classes, Photography, Orchestra, Choir
- Math - Geometry (&H), Multivariable Calculus
- PHD - Tumbling, Intro to Sports Medicine
- Science - Earth Science Capstone, Anatomy & Physiology, APES, AP Physics C, AP Physics C-M
- Social Studies - World Cultures (&H), APUSH, AP Modern World, US History, AP Psychology
- World Languages - Spanish 3 (&H), Spanish 4, Latin 2 (&H), French 2 (&H), German 1 (&H)

- **Aligned (digital) D86 Program of Studies is on track for use in the 23-24 school year.**
- **Pandemic Pivot: Slowed the alignment work; extending the expected completion date by 2 years (SY 25-26)**

Earned Honors Credit Pilot SY 22-23

Four Courses: Exploring Visual Arts (n=54), Introduction to Business (n=239), Psychology in Literature (n=413) and Creative Nonfiction (n=179)

Families with students enrolled in the pilot courses will receive a summer and beginning of school year communication explaining the pilot:

- Students enrolled in these courses can earn honors credit by demonstrating sophistication of thought and/or product throughout the semester.
- Articulated opportunities to demonstrate honors level work will be provided to all students (but not required)
- Students will need to meet an established threshold, as determined by the course team, of earned honors opportunities (e.g. 8 of 10) to earn honors credit for the course.
- For pilot courses ONLY, a gradebook indicator of “Earned Honors” will identify a student’s progress toward honors credit
- No need for students to opt in or out; opportunities available to all students

Examples of Honors Opportunities include (but are not limited to):

- **Ex 1: All students are required to create a pinch pot in art.** *Students can select to demonstrate an additional sophisticated technique that is clearly defined in the scoring rubric (e.g. add a handle, decorate using slip, etc.) to earn honors credit for that assessment.*
- **Ex 2: All students get a choice between five novels to read that all have the same theme.** *Two of the five novels are more complex and challenging. Students selecting one of these novels can earn honors credit for the assignment*

Grading Practices Alignment - SY 21-22

Grading Alignment

The initial alignment work lead by the Learning Leadership Team was implemented (two-years of research and discussion)

- Common Grading Philosophy
- Common Grading Scale
- Common Grade Category Weights (framework focused on value of summative work)
- Common Alpha Indicators for missing work

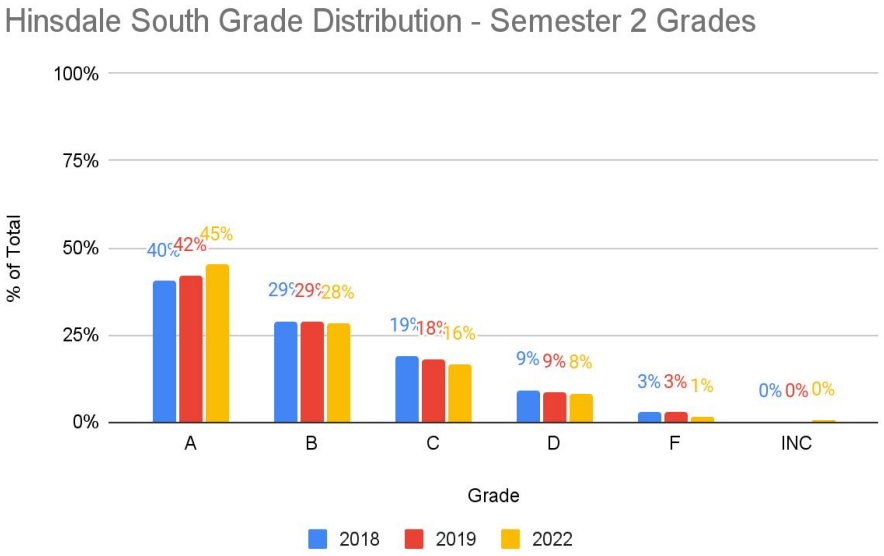
D86 Grading Philosophy:

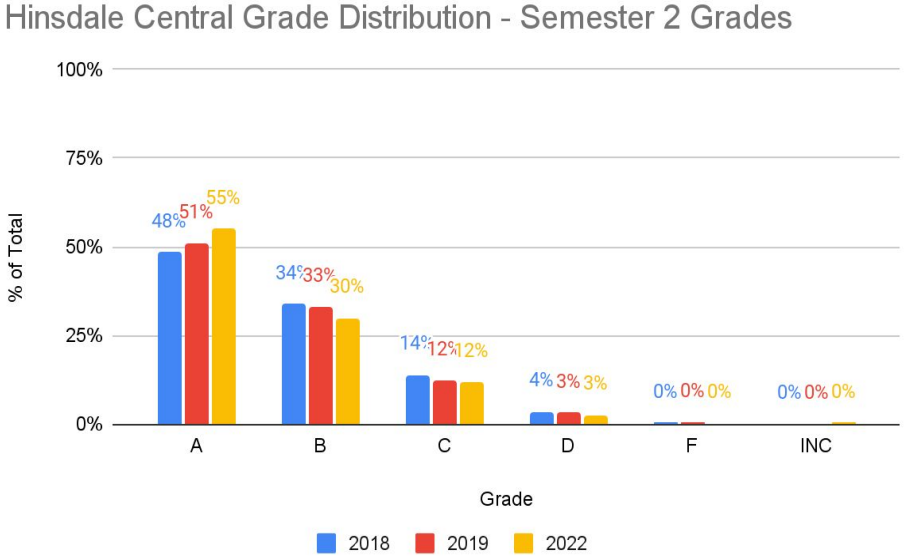
In D86, grades communicate achievement on course objectives and support meaningful learning and growth.

- Gradebooks should be **accurate**, **actionable**, and hold students **accountable**

Aligned District grading practices are determined by District Curriculum Writing Teams as part of Phase 3 work.

Year 1 - Common D86 Grading Practices





Distribution Summary:

- Grade of A - upward trend <u>continues</u>: SY 22 similar to growth between 18 & 19
- Grades of B,C,D, F - steady
- Incomplete Grades resolved by end of semester

Continuous Improvement: Collaboration and Communication around Grading Practices

From the BOE Meeting (3/11/21) With the goal of continuous improvement we will "Review / Reflect / Report / Pivot"

The primary question for all teams this year: "How can we ensure that our aligned grading practices are accurate, actionable, and hold students accountable?"

During SY 21-22:

- LLT review of data, discuss revisions to practices
- PTAC and BOE updates and discussion
- Academic Cabinet, Curriculum Leadership Team (CLT) data review and discussion
- Flex Day discussions: departments and course teams
- Administration (Building and District) listening sessions: visiting department meetings
- Superintendent's Roundtable feedback
- HHSTA Leadership feedback

Grade Category Weight Revisions for SY 22-23

	TOTALS	% of total
70/30	231	75%
80/20	27	9%
85/15	7	2%
90/10	26	8%
95/5	1	<1%
100/0	9	3%
Pass/Incomplete	7	2%

Changes from 21-22 to 22-23		
	TOTALS	% of total
No change in category weights	219	71%
Yes, change in category weights*	89	29%

Course Teams used the final 21-22 Flex Days to reflect, discuss, and potentially make revisions to their grading practices in preparation for SY 22-23:

Overview:

1. Shift to a majority of courses with a 70/30 Summative to Formative Weight
2. Aligned shift to higher summative weights for honors/capstone/AP classes
3. 10 courses have added a Learning Readiness category in their gradebook
4. Teams completing curriculum alignment have identical grade weights and reassessment practices
5. All teams completing alignment work (Phase 3) are also aligning reassessment practices

Grading Alignment Work for SY 22-23

Staying the Same for 22-23:

- Common Grading Philosophy
- Common Grading Scale
- Common Gradebook Weights
- Common Alpha Indicator for missing work

- **All course teams will continue to develop Relearning and Reassessment opportunities**
- **LLT will shift back to a study/research team. New members are welcome.**

Professional Development 22-23:

When: Wednesday ER, Bite Sized, PGP

Focus: *"Assessment Power Up"*

Individualized or Course Team Learning Opportunities:

1. Core Assessment Concepts
2. Student Self-Assessment
3. Relearning and Reassessment
4. Coaching and Effective Feedback

Revisions to Grading Practices for SY 22-23

Overview of Revisions:

1. The Missing and Essential (ME) indicator will no longer be used. An “M” indicator now represents all missing work. Missing work will no longer automatically translate to an IC grade.
2. When a student does not submit an assignment or take an assessment, they will receive an "M" (Missing), which will be calculated as a ZERO in the gradebook.

For all grading categories: (Summative, Formative, Learning Readiness)

- If completed/submitted by the assigned due date, and in alignment with the standard or instructions, the 50-100 Grading Scale will be applied.
- Students in need of additional time must advocate for themselves: students must request and receive approval for an extension from their instructor before the assignment/assessments’ due date and demonstrate that they are taking advantage of academic support services (examples may include: tutoring, interventionist, early release Wednesdays, before and after school, etc.).
    - Students absent from class on the day an assignment/assessment is due are required to complete the assignment the next school day (unless an extension is approved in advance of the assessment by the instructor).
- "M" scores will remain in the gradebook and will continue to be calculated as ZEROs, so students are highly encouraged to submit assignments/assessments on time.
- For an assignment or assessment to receive credit (and scored on the 50-100 scale) the work attempt must comply with the instructions provided (i.e. completed in good faith).

Ongoing Communication Plan

Grading: Summer 22 / Fall 22-23

- District Communication to D86 staff about grade practice changes
- District Communication to BOE about grade practice changes
- District and Building Communication to Parents/Students about grade practice changes
    - Summer and Fall
- Teacher communication to classes on syllabus and during Curriculum Night
- PTAC discussion and BOE update

SY 22-23: With the goal of continuous improvement we will Review / Reflect / Report / Revise (as necessary) to ensure that aligned grading practices are Accurate, Actionable, and hold students Accountable.

PTAC Discussions

- Academic Health - August

  Potential Data Sets to Discuss Learning Loss / Recovery:

AP Scores, SAT / PSAT / MAP Growth, Chronic Absenteeism, Grade Analysis, MTSS / Intervention

- SY 22-23 PTAC Meetings - Monthly

  Potential topics include:
    - Curriculum Alignment
    - Continuum of SPED Services
    - Grading
    - Final Exams
    - Earned Honors Pilot
    - College / Career Readiness