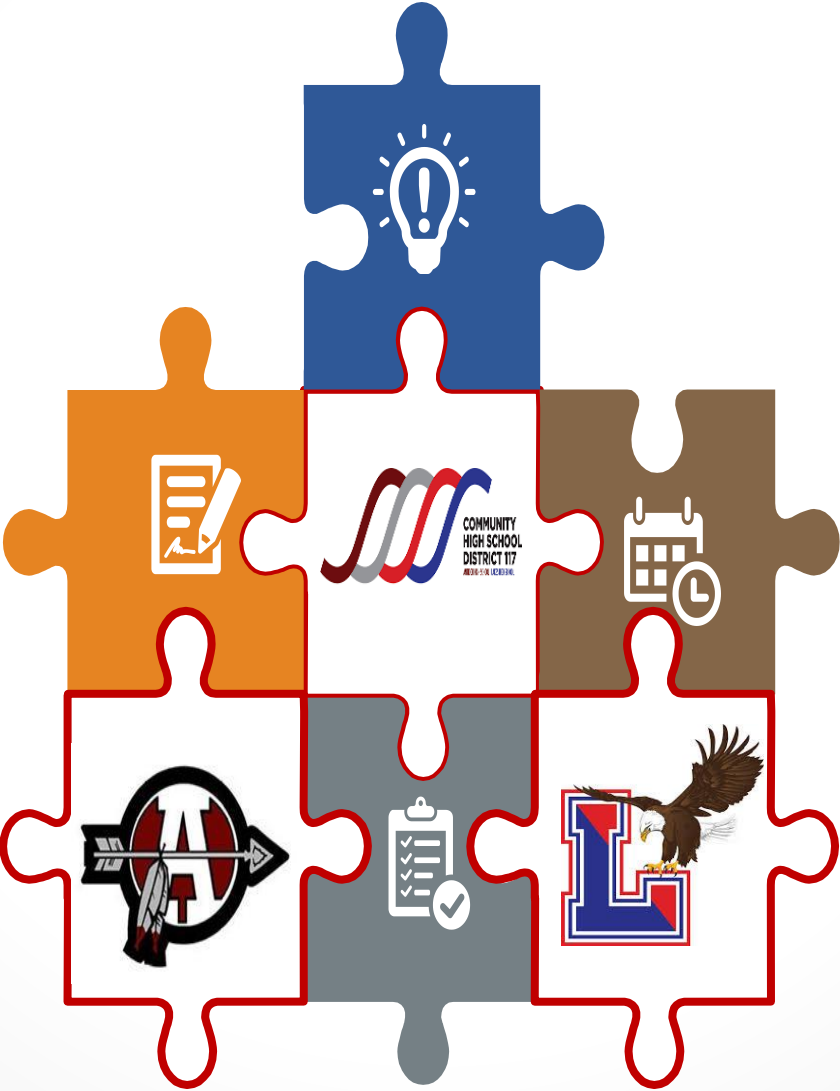


Antioch and Lakes Community High Schools



Research indicates that the practice that will have the most positive impact on student learning is teachers working together to analyze student work and achievement. ACHS and LCHS are committed to collaboration and collective achievement.

Learning Targets

- You will be able to:
 - Articulate how the School Improvement Plan goals for ACHS and LCHS are focused on developing the skills needed for future success and igniting passion and discovery in every student.

SIP Goals ('18-'19)

- **Enhance our ability to communicate, connect, and educate in healthy ways creating a sense of belonging for all.**
 - Align targets to assessments.
 - Demonstrate how CRISS strategies are used to ask questions and find solutions in every classroom.
 - Continue to value the impact that every person involved with CHSD117 has on its success.

Input on SIP

- Student Achievement Committees
 - Teachers and Administrators
- Social-Emotional Learning Committees
 - Counselors, Social Workers, Psychologists, Teachers
- Building Leadership Teams
 - Department Chairs
 - Assistant Principals
 - Deans
 - Special Education Department Coordinators
- Student input
- Book Study discussions
 - Coherence
 - Common Formative Assessment 2.0

Why Learning Targets?

- **Why are learning targets important?**
 - There are educational benefits to teachers, students, and parents.
- **Why do we need to align them to assessments?**
 - We assess what we value.

Benefits of Targets

- The purpose of learning targets is to ensure that learning is **focused** enough that both students and teacher know what is going on, and so learning can be **objectively measured** and **feedback provided**.
- If the curriculum is not clear, the **assessment** will be equally unclear, and therefore not **effective**.
- ***Common Formative Assessments***
 - o Cannot have feedback without learning targets.
 - o Immediate adjustments to instruction can be provided.

Achievement Results

- Illinois State Scholars
 - 83 students
- Graduation rate
 - 98.1%
- State Seal of Biliteracy numbers
 - 8 Seal and 19 Commendations
- PSAT to SAT growth
 - English: Average increase of 5%
 - Math: Average increase of 3.5%
- NWEA growth
 - English: Average increase of 2 points
 - Math: Average increase of 7 points

Advanced Placement (AP) Results

- 20 Advanced Placement (AP) Capstone Recipients (ACHS)
 - 10 Capstone Diploma
 - 10 Capstone Certificate
- AP increases
 - Increase in average score
 - Increase in pass rate (3 or above)
- AP exam pass rate
 - 74%

Challenges

- Student Success Rate
 - D and F grades
 - PSAT to SAT growth
- AP Participation rate on the exam
 - 71%
- AP Pass rate discrepancy

Response to Challenges

- Thank you for your commitment to AP
- Increase communication to students and teachers about the supports available
- Collaboration between schools
- Analysis of EOS gap chart
- SEL Focus
 - Train-the-trainer model (ACHS)
 - Pilot program with teachers (LCHS)

Why **CRISS** Strategies?

- *Demonstrate how CRISS strategies are used to ask questions and find solutions in every classroom.*
- We need to arm students with the tools and skills necessary to ask questions and solve problems that don't yet exist.



Why CRISS Strategies?

CRISS

CRCreating Independence through Student-owned Strategies

- A framework for teaching and learning that can be owned by both students and teachers.
 - **Prepare**
 - Two Column Notes
 - **Engage**
 - Think, Pair, Share
 - **Reflect**
 - One Sentence Summaries

Results

- 81% of the staff is trained in CRISS strategies
 - All second year teachers receive CRISS training
 - Currently, there are 5 district CRISS trainers at CHSD117.
 - Two are in the process of being trained.
- CRISS focus for departments
 - Departments will begin to apply content-specific vocabulary to a core group of CRISS strategies to be used throughout the building.
 - Classroom framework of Prepare, Engage, and Reflect is being used by teachers.
- CRISS and ISS form pilot (ACHS)

Challenges

- Continuing to train every staff member.
- Fidelity of implementation of CRISS strategies for academic and social success.
- Development of “Independence” in student use of CRISS strategies.

Response to Challenges

- Continued training of all second year teachers.
- Refresher training for staff.
 - Snack (Lunch) and learns
 - EdCamp
 - Instructional Coaches
 - Late Start Mondays
- Focus of administration during formal and informal evaluation.

Why Value?

- *Continue to value the impact that every person involved with CHSD117 has on its success.*
 - “When children feel safe, they feel confident; when children feel confident, they feel happy; when children feel happy, their brains release endorphins; when their brains release endorphins, children are primed for LEARNING!”
 - Hacking Leadership, pg. 83

Results

- Panorama Survey results
 - 84% of students feel respected
- Co-curricular participation numbers
 - Increase to 1.56 activities per student
- Activity/GPA correlation

# of Multiple Activities	2017 - 2018 Average GPA
0	2.37
1	3.12
2	3.46
3	3.72
4	3.94
5	4.09
6	3.76
7	4.21
8	4.63

Challenges

- Panorama Survey results (Spring '17)
 - Approximately 75% of our students do not feel connected with an adult.
- Attendance Rate
 - 94%

Response to Challenges

- SEL Focus
 - Train-the-trainer model (ACHS)
 - Pilot program with teachers (LCHS)
- Eagle Pride and You Make a Difference breakfasts
- Activity Fair
- Go Guardian and Gaggle

Successes

What happens when you accept the challenge to “Be an Eagle” or show “Sequoit Pride”?

- Cum Laude graduates
 - 27% of graduates
- SAT scores above state average
 - 1059
- National Merit
 - 1 Scholarship recipient, 1 finalist, 4 commended students

Thank you!

We appreciate the support our communities and the School Board provide for our students, staff, administrators, and District.