

District Parent Meeting

October 3, 2018

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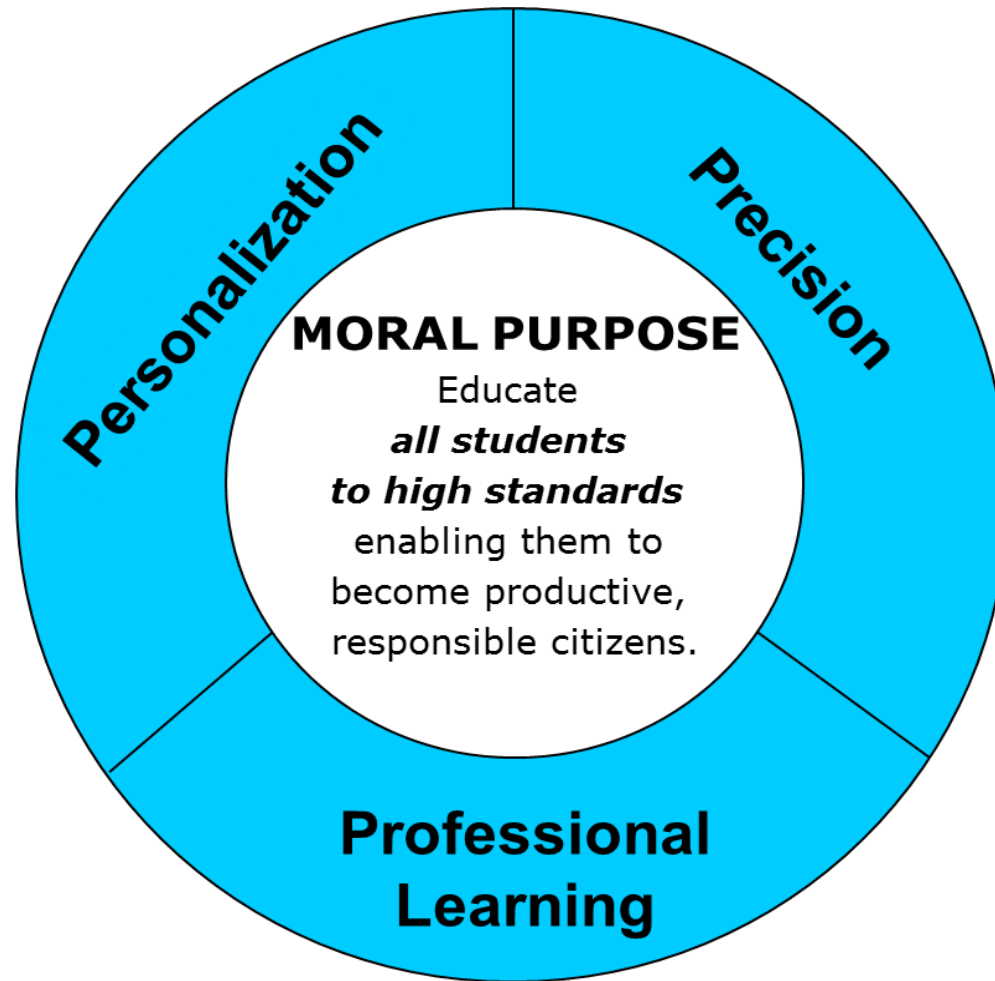
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Rationale for Curriculum Redesign

- **Achieve and Maintain Academic Excellence**
Eliminate the achievement gap among all groups of students by maximizing the achievement of all
- give students equitable access to high-quality curricula materials and resources
- facilitate a productive academic environment where all students can achieve

Triple P



Six Global Competencies (6 Cs)

1. Character
2. Citizenship
3. Collaboration
4. Communication
5. Creativity
6. Critical Thinking

Focus Groups for Input

- Teacher focus groups at Northwood and Towles Sept. 11, 13, 18 and 20 - (107 teachers)
- Administrative Carousel protocol from August Leadership
- Feedback from LMS (186 ELA 63 Math)
- Superintendent's Student Advisory Group September 13

Themes

Themes

Curriculum Design

Implementation

Technology

Impact on Student Groups

Instructional Practices

- Model Lesson Design
- Structure of a Lesson
- Instructional Shifts
- Maximizing Instructional Time



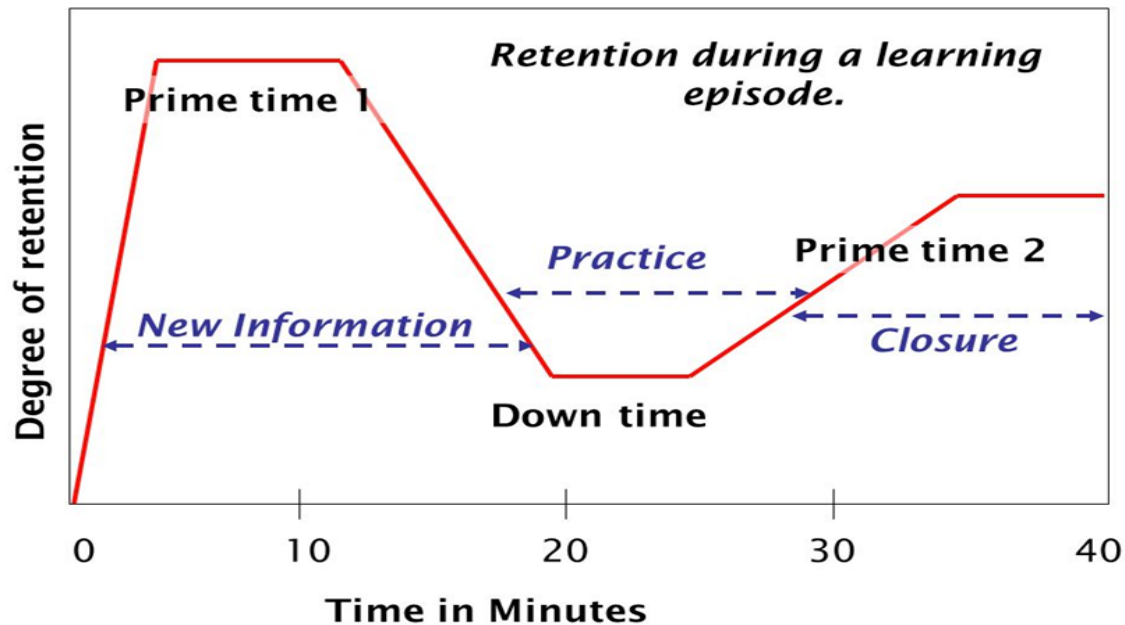
FWCS Model Lesson Design*

- **Launch into Learning**
 - Hook or Compelling Opener
- **Whole Group Lesson - max of 20 minutes**
 - Demonstration
 - Modeling
- **Consolidation**
 - Circles
 - Guided Practice
 - Collaborative Groups
- **Additional New Learning - max of 15 minutes**
- **Consolidation**
 - Independent Practice
 - Small Groups/Tiered Instruction

***Aligns with the Structure of a Lesson**

Structure of a Lesson

Prime time chunking



* Applies to 50 min., 90 min., 104 min., etc. blocks of time

Instructional Shifts

- Rigor of Standards and Assessments shifted in 2014
- Current Units and Lessons provide more spiraling of standards and indicators
- Less teaching to mastery before moving on as assessments do not test 1 indicator or standard in isolation
- Flexible pacing based on response to student instructional needs still utilizing the content within the core curriculum

Maximize Instructional Time

- **Whole Group**
 - Use of Prime Time Chunking
 - Additional Content within Small Groups
- **Small Groups**
 - Stations
 - Tiered Learning Groups
 - Independent Reading with accountability based on teacher discretion*
 - SSR is encouraged outside of the 90-min. block
- **Honors with Distinction**
 - Novel extensions with PBTs
 - Additional Rich Tasks
- **Math Lab / Independent Work Time**
 - Fluency
 - Just in Time
 - Extension Activities
 - Additional Math Practice Items

Technology

- Hardware
- PL Support

Hardware

District Guidelines

- **K-2**
 - 1:1 with iPads
- **3-5**
 - 1:1 Think Pads and PCs
- **6-8**
 - 1:1 Think Pads (Year 3 of 5 Years of Implementation)
- **9-12**
 - 1:1 Think Pads (Year 3 of 5 Years of Implementation)
- **ELL/SPED**
 - Direct classes have 1:1 devices and students can travel with device to other classes as needed/appropriate

Additional Hardware*

- **6-8**
 - 6 additional carts with exception of Memorial Park with 8
- **9-12**
 - 8 additional carts with exception of South Side with 11



Impact on Student Groups

- Student Subgroups
- Guidance for Grading

Special Education and ELL

- Individual Education Plans (IEPs) and Individual Learning Plans (ILPs) are legal documents and **must be followed.**
- The small group portion of each day's lesson is an appropriate time to scaffold and apply modifications and/or accommodations from IEPs and ILPs to enable these students to access grade level content.

Special Education and ELL

ELA Example:

- During small group time, student may use a text at his or her instructional level to work on/towards grade level standards (skills).

Math Example:

- Students may be asked to complete fewer problems or be offered an alternative assignment that is less textually dense.

High Ability

- Teachers adjust instruction based on needs of high ability students.
- Different work is provided for students, not more work.
- Change of instruction based on process or product.
- Collaborate with peers around high ability student needs in their classroom.

High Ability

Examples:

- Honors w/Distinction Learning Opportunities embedded within Units and Lessons
- Rich Tasks embedded within Units and Lessons
- Performance Based Tasks embedded within Units and Lessons
- Use of High Ability State approved Units of Study

Intervention

Intervention Groups based on BoY data

- Tier 1 - during 90-minute block; push-in
- Tier 2 and 3 identified - additional time outside of the block; grade level standards; lower reading level text; multiple data points

Implementation

- Building schedule provides time for Collaboration/Co-Planning
- Elementary Intervention both ELA and Math based on school-wide data spreadsheet
- Middle School Math Intervention at all Title 1 Buildings

How Parents Can Help

- Stay in contact with your child's Principal and classroom Teacher because that's the best way to get specific questions answered.
- Routinely check Pinnacle for the status of your child's grades.
- Check the District website, Curriculum department page, your school's website, and the PTA website for information.
- Look for Parent workshops or Board reports on specific topics.
- **The FWCS commitment is to communicate, communicate, communicate.**

Guidance for Establishing Individual Student Grades

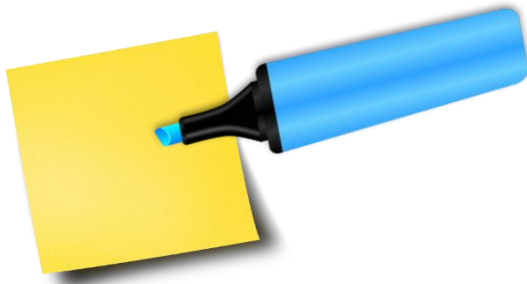
We haven't changed the FWCS grading procedures.

- Students will be given opportunities to make adjustments and corrections to formative work to show growth in learning.
- Students will be provided opportunities to be reassessed after 1st attempt on the summative.
- Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework or assessment but will replace the original student score.

Guidance for Establishing Individual Student Grades

Data Collection

- ❑ “How do you know that your kids are learning?”
- ❑ “What data are you gathering?”
- ❑ “What other data sources are available?”



Guidance for Establishing Individual Student Grades

Examples of what you can grade:

- Components of Performance Based Tasks
- Reading comprehension activities
- Practice problems
- Checklists
- Exit slips
- Graphic organizers
- Constructed response items
- Formative checks for understanding
- Station work
- Student activity packets
- Writing assignments

Under Construction

- Establishing additional teacher feedback sessions for 2nd, 3rd, 4th quarters
- Establishing task force to revise District grading scale and procedures – 3rd quarter
- Ongoing Professional Learning based on student/teacher/administrator learning needs