

## Curriculum Connector Feedback 10/17/2019

### Guaranteed and Viable Curriculum (GVC)

What is working well?	What are the challenges?	What additional supports are needed to make the initiative successful?
<ul style="list-style-type: none"> <li>• Consistency</li> <li>• Includes some instructional strategies.</li> <li>• Team Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Some lessons have too much for the time allotted.</li> <li>• In an attempt to streamline the GVC the research, based curriculum fell to the side.</li> <li>• Choppy</li> <li>• 1<sup>st</sup> gr. ELA pacing guidance needed with extra days during allotted withdraw.</li> <li>• Aligned to SBA? Pushing Social Studies Out.</li> <li>• Having to give students a lower score if they can't read a text even if the standard is comprehension not ability to read.</li> </ul>	<ul style="list-style-type: none"> <li>• Student friendly language in rubrics (for ELLs)</li> <li>• Texts in GVC are way above comprehension level for students. (Esperanza)</li> <li>• More SIOP training at lesson/implementation level.</li> <li>• EL curriculum has been updated by the company does our district know or want to use it in guides?</li> <li>• More movement (TPR) into GVC.</li> <li>•</li> </ul>

### Standards Based Grading and Reporting (SBGR)

What is working well?	What are the challenges?	What additional supports are needed to make the initiative successful?
<ul style="list-style-type: none"> <li>• Email reminders for what's dropped/due.</li> <li>• Zoning in on standards? Priority?</li> <li>• Training in SBGR</li> <li>• When things are dropped in it helps to hold us accountable.</li> <li>• Helps with transient students</li> <li>• Separation of academic grades vs. Behavior/Social.</li> <li>• Grading different Ele./Sec.</li> </ul>	<ul style="list-style-type: none"> <li>• Calibrating across the district</li> <li>• Knowing when the second attempts are coming.</li> <li>• Converting ready math. Use the rubrics on Canvas!</li> <li>• Communicating that a "3" is on standard on report card.</li> <li>• iReady is due on the gradebook on the day it is given.</li> </ul>	<ul style="list-style-type: none"> <li>• Training and guidance on PLC Ques. 3 within GVC pacing.</li> <li>• Some Teachers are doing this well system. Memorialize and share across district (videos)</li> <li>• Guidance on override in Gradebook (VLH)</li> <li>• Unclear what changes are rolled out with rolling out next year.</li> <li>• Principle 3 WACC &amp; Madis.</li> <li>• What is an exact definition of refusal vs. insufficient evidence (gradebook)?</li> </ul>

## Professional Learning Communities (PLCs)

What is working well?	What are the challenges?	What additional supports are needed to make the initiative successful?
<ul style="list-style-type: none"> <li>• All staff supported. Happens during school day. Courage by specialists</li> <li>• Staff and teams decide when.</li> <li>• School sched. so specialists Family Liaison can attend (OLV)</li> <li>• 4 guiding ques. Really support discussions and focus.</li> <li>• Flexible</li> <li>• Math or ELA</li> <li>• More data driven not task driven.</li> <li>• Because of GVC teachers talking same lang.</li> </ul>	<ul style="list-style-type: none"> <li>• Time to get specialists involved with grade levels.</li> <li>• Multi-grade teachers not able to attend all PLCs</li> <li>• Team planning and pacing makes reaching all 4 ques. Difficult.</li> <li>• Difficulty with One Note.</li> <li>• ACPs being required to attend even when they are using different curriculum.</li> <li>• One day only PLC</li> <li>• Differences between buildings and grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Modeled PLCs (videos)</li> <li>• GVC to have responsive options for next steps based on PLC data.</li> <li>• Meeting with previous grade level and next to build on expectations.</li> <li>• Functioning of program training.</li> </ul>

## Lesson Planning

What is working well?	What are the challenges?	What additional supports are needed to make the initiative successful?
<ul style="list-style-type: none"> <li>• Backwards planning with PLCs. Details of the curriculum guides having guiding que4s. IRLA focus.</li> <li>• Giving sub out time to plan!</li> </ul>	<ul style="list-style-type: none"> <li>• Time.</li> <li>• Learning targets not always aligned success criteria is sometimes challenging to connect with LT.</li> <li>• Differentiating GVC calibrating amongst grade level teams. When to move on.</li> <li>• Time for backwards planning and lesson planning</li> <li>• GVC is wordy. Needs to be simplified.</li> <li>• Knowledge of instructional strategies. Ex.: Gradual release.</li> </ul>	<ul style="list-style-type: none"> <li>• Aligned iReady to SBG explicitly</li> <li>• Sheltered Instruction for core with different modalities in mind.</li> <li>• Understanding what each standard looks like and what level of understanding needs to be there.</li> <li>• Rubrics need to be explicit and student friendly.</li> <li>• Differentiate between calendaring and planning.</li> </ul>

## Positive Behavior Intervention Supports (PBIS)

What is working well?	What are the challenges?	What additional supports are needed to make the initiative successful?
<ul style="list-style-type: none"> <li>• Tier 1</li> <li>• School wide expectations.</li> <li>• Positive incentives.</li> <li>• Weekly emails with resources from PBIS leads that help support second step.</li> <li>• Morning meeting</li> <li>• Consistent Tier 1 rewards.</li> <li>• Matrix throughout building. (visible)</li> <li>• Morning assemblies (teaching/enforcing expectations to staff and community.</li> <li>• Staff buy in to enforce positive behavior consistently.</li> <li>• Integrity.</li> </ul>	<ul style="list-style-type: none"> <li>• Tier 2 (Limbo)</li> <li>• Resources</li> <li>• Fidelity of tier 2</li> <li>• Different views within the building.</li> <li>• Not knowing what the strategies are for subs.</li> <li>• Building a team that's representative (not all on counselor).</li> <li>• Agreements on how to address scholars -&gt; Redirection tone.</li> <li>• Buy in for older students.</li> <li>• Family involvement and our partnership.</li> <li>• Family communication</li> <li>• Funding money.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternatives to check-in and check-out (check and connect)</li> <li>• Strategies for collaboration major vs. minor.</li> <li>• Reviewing with PBIS with administration</li> <li>• Review the function of behavior.</li> <li>• Restorative Justice for all schools, district wide to support and supplement PBIS.</li> <li>• Tier 3 should roll out with Tier 2 – What do you do when Tier 2 is not working.</li> </ul>

## Formative Assessment and Feedback

What is working well?	What are the challenges?	What additional supports are needed to make the initiative successful?
<ul style="list-style-type: none"> <li>• Handout from today. One sheet to share.</li> <li>• Everyone working toward the same goal.</li> <li>• Phonics curriculum has built in FA.</li> <li>• Ready math assigned work.</li> <li>• ELA GVC built in CFA</li> <li>• Being responsive -&gt; driving instruction.</li> <li>• Seeing it happen.</li> <li>• Teachers sharing F.A. strategies with videos (OLV)</li> </ul>	<ul style="list-style-type: none"> <li>• Time- What I planned vs. what happened.</li> <li>• Sticking to pacing makes it hard to give feedback timely.</li> <li>• Creating templates for F.A.</li> <li>• Happening on ELA &amp; Math, but not all other subjects.</li> <li>• Data collection systems.</li> <li>• Timely feedback</li> <li>• Doing something with your data RTI?</li> </ul>	<ul style="list-style-type: none"> <li>• Continue 1 pagers at all PD</li> <li>• More supports in science and social studies</li> <li>• Supplying more tech for classrooms to take formative assessment and feedback diligently.</li> <li>• Tracking systems that are simple.</li> <li>• Sharing efficient and realistic strategies.</li> </ul>