

Superintendent's Update

Maximizing Student Achievement

Board of Education Meeting

April 5, 2022

Meeting No. 18



Excelling Together with Endless Pathways for Success!



Board of Education Priorities



Maximize Student Achievement

- Close the digital and equity gap.
- Offer robust in-person and independent study learning programs.
- Accelerate learning and improve attendance and engagement.

Foster a Positive Culture of Learning

- Ensure equitable teaching and learning opportunities led by excellence.
- Support culturally relevant curriculum that emphasizes inclusion.
- Increase school connectedness for students, parents, and families.

Ensure the Health and Safety of Students and Employees

- Strengthen mental health support and programs.
- Ensure best practices for safe and healthy learning environments.
- Support physical, social, and emotional wellbeing.

Maintain District Financial Responsibility

- Ensure the fiscal health of the District.
- Implement a fiscal plan to preserve the District resources.
- Plan for the District's future educational and facility needs.

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COLLEGE, CAREER, LIFE READY GRADUATES

ACADEMIC RIGOR

- High Expectations
- Pathways, Choices & Personalization
- Cultural Competence



SAFE LEARNING ENVIRONMENT

- Inclusion
- Mental & Physical Wellness
- Sense of Belonging

BOARD OF EDUCATION PRIORITIES



Focus for 2021-22 and 2022-23

Central to our work are these meaningful concepts:

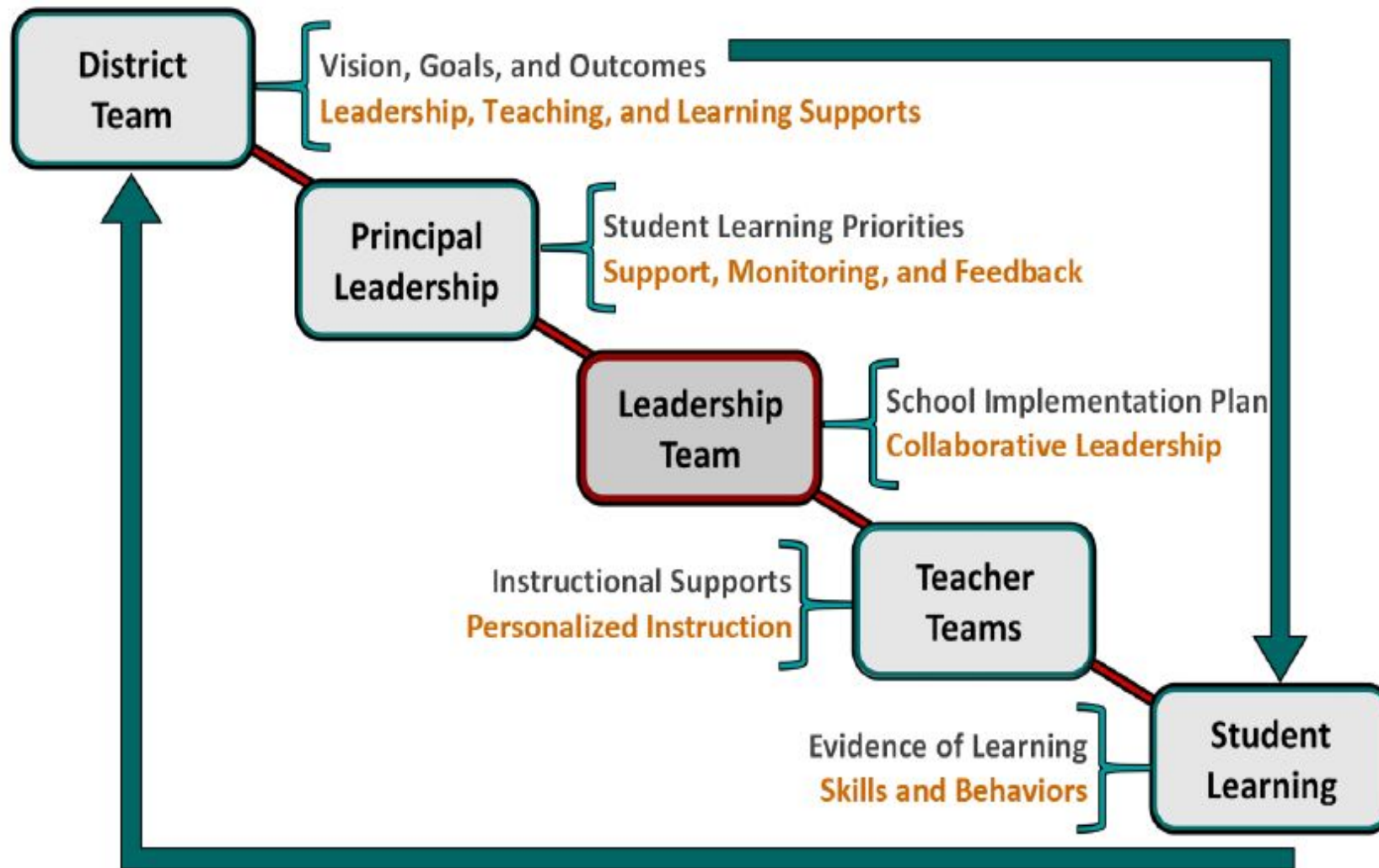
- **Literacy in all subjects for all learners.**
- **Authentic, student-centered learning experiences that prepare students for success in college, career, and life.**
- **Learning should be/can be a joyous adventure for both students and teachers.**

Lincoln Elementary Leadership Team



Excelling Together with Endless Pathways for Success!

Site Based Leadership





Lincoln Leadership Team

Lincoln leadership team had the opportunity to participate in two district initiatives:






- Capturing Kids Hearts
- Schools on the Move

Our leadership team took ownership of these two initiatives and utilized the strengths of these two programs to weave together a plan that addresses the needed of the whole child.

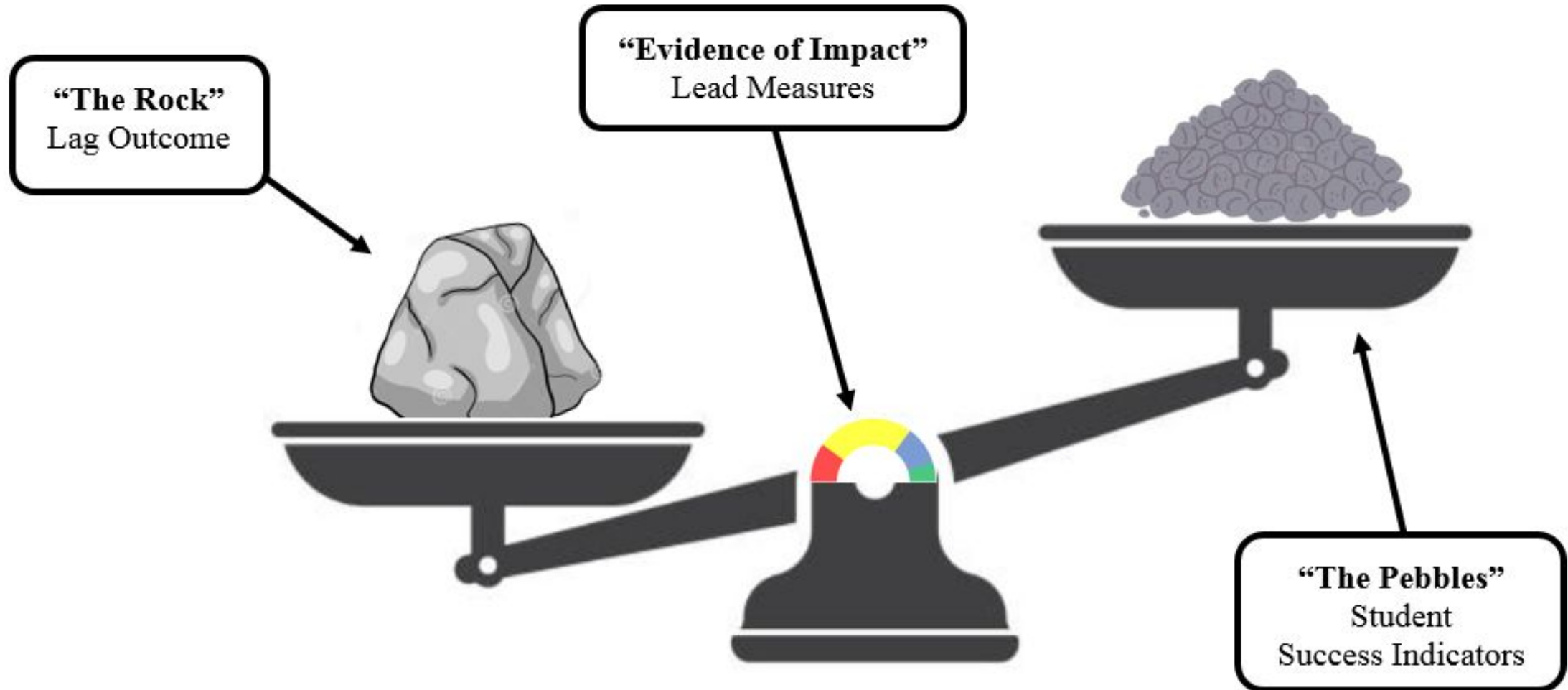
Leadership team has embraced leading from the middle and has built a dynamic inquiry cycle that speaks to the needs of all students with the goal of meeting them where they are and moving them forward.

Developing a Sustainable Strategy

- In August 2021, staff re-aligned our vision statement with personal “Why” statements.
- Staff consensus was sought for multiple measures that would allow us to determine student success across all grade levels.
- Leadership Team developed a 2021-2022 action plan with a focus that students will develop a growth mindset and come to class prepared, ready to learn and participate.
- Growth Mindset Language has been adopted by the entire school community including parents and classified staff.

Focus: Should be aligned with district vision, goals, and analysis of student performance				
Outcomes: Should be the measurable outcome of student performance most critical for success				
Student Success Indicators	Staff Practices	School Supports	Evidence of Learning	Timeframes
 <p>What skills and behaviors do we want to see students demonstrating?</p>	 <p>What instructional practices will best support development of students' skills?</p>	 <p>How will staff be supported as part of collaboration, staff meetings, centralized PD, and expertise of teacher leaders?</p>	 <p>What evidence of learning will inform the impact on student learning and guide the on-going improvement of practices?</p>	 <p>What timeframes should guide recurring cycles of collaborative inquiry?</p>

Identifying Pebbles to Move A Rock





Data Sources



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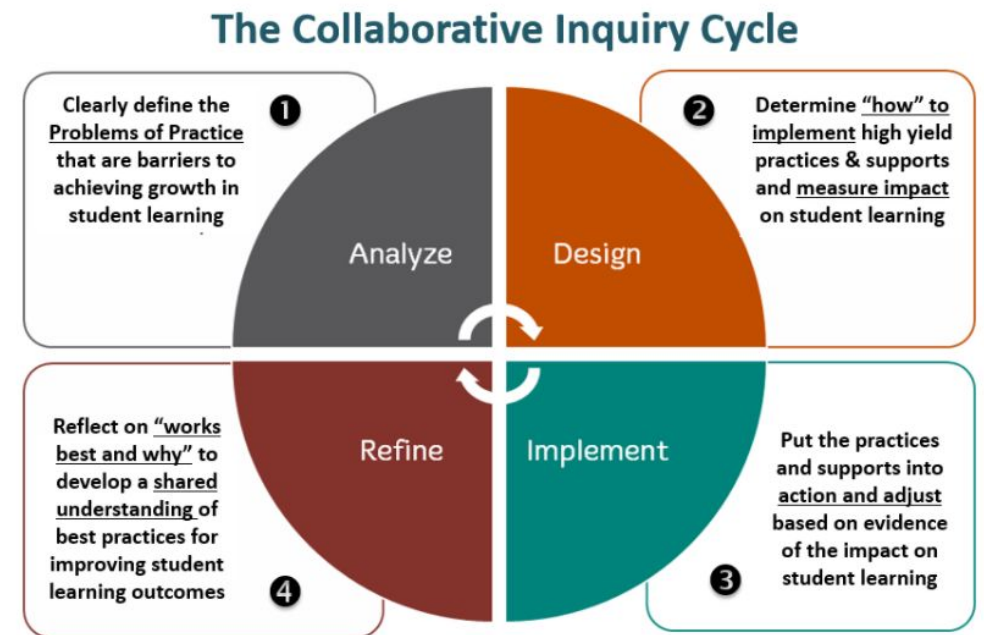
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Looking to the Future

On the March 21st PD day:

- Lincoln Leadership team led the schoolwide discussion on academic focus for the upcoming school year and the benchmarks that would be used to determine mastery at each grade level.
- School site team selected Reading Comprehension and elected to continue Social Emotional Learning as an inter-connected measure.
- Leadership team developed a inquiry cycle model that is vertically aligned for all students (TK-6).
- Team will develop common informative assessments and expected student outcomes as a means of guiding the work.

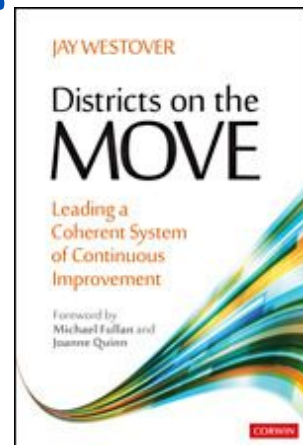




Getting the Message Out

- The leadership team meets monthly to review data and refine the message. Results are shared with the Lincoln team in weekly roundups.
- Lincoln staff meets as a group to discuss the needs of all students.
- Coffee with the Principal , School Site Council, and Parent Club Meetings are used to ensure parents and community partners are informed of academic focus and kept up to date with data driven updates.
- Implementation of school-wide PBIS practices include all members of the school community.

Utilizing **Capturing Kids Hearts**
and
Districts on the Move
the **Lincoln Elementary** team
developed a **cycle of inquiry** that
addresses the needs of the **whole child**.



Franklin Magnet School Leadership Team



Excelling Together with Endless Pathways for Success!

Franklin Magnet School

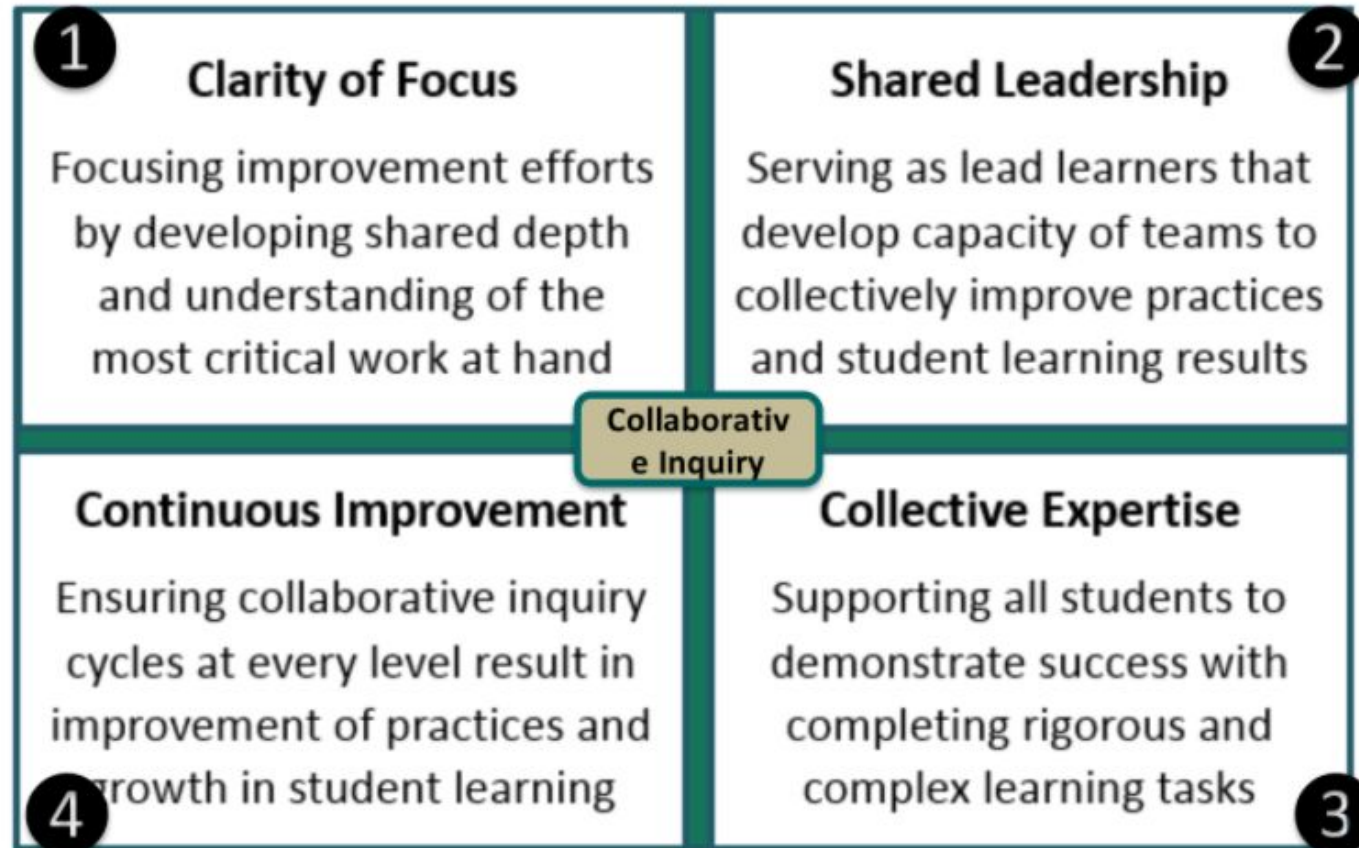
Our Journey to “Action”

- COVID funds used for Instructional Leadership Team (ILT) retreat in August.
- District invited Franklin to participate in InnovateEd Communities of Practice leadership program.
- ILT Leads created Franklin’s Action Plan and shared it with team.
- Collaboration and communication with teachers and parents.



Franklin Magnet School

Key Drivers of Systemic Improvement



Source: InnovateEd

What Does Clarity of Focus Look Like at Franklin Magnet School?

Designing and refining the Franklin Action Plan

- Focus on writing



Franklin Action Plan 2021-22 Revised on 3/7/22

Focus: Students will clearly communicate by writing for a variety of purposes and audiences, writing across content areas to demonstrate understanding of concepts and learning

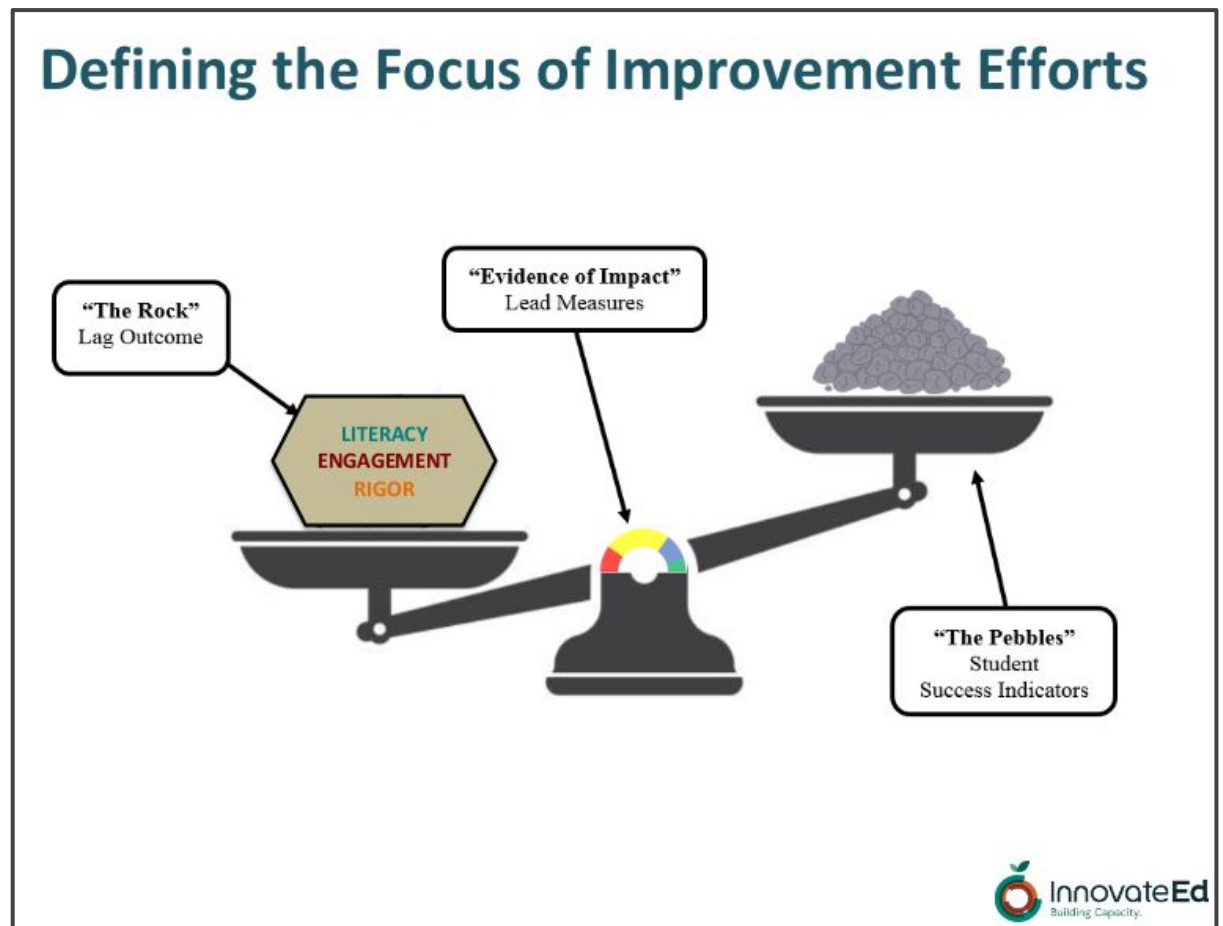
Outcome: By the third trimester, **all students** will increase by a minimum of one half point on their grade level rubric as measured by the administration of the informational writing prompt in the beginning and end of the year. Students at the highest level will maintain their score. (1, 1.5, 2, 2.5, 3, 3.5, 4)

Student Success Indicators	Staff Practices	School Supports	Evidence of Learning	Timeline
<p>What skills do we want to see students demonstrating? Across the curricular areas, students will...</p> <p>Students will be able to write a coherent paragraph in the target language.</p> <p>Every 6th grader will leave Franklin being able to write a paragraph with:</p> <ul style="list-style-type: none"> • a topic sentence • evidence/details • domain specific vocabulary • transition words • style appropriate to the audience/purpose • concluding statement <p>All students will develop the skills over time in order to meet this learning outcome. (to be done in</p>	<p>What instructional practices best support development of students' skills? Across curricular areas, staff will...</p> <p>Identify key strategies (agreements) that all teachers will employ to explicitly teach writing based on grade level standards:</p> <ul style="list-style-type: none"> • modeling writing and speaking • using rubrics/checklists • sharing mentor texts • using sentence frames and verbalizing before writing (language and academic specific vocabulary) • peer editing / pair share focusing on sharing ideas for writing • writing process (brainstorm, drafting, revising, research) <p>Create opportunities for students to write daily across content areas and evaluate writing (examples):</p> <ul style="list-style-type: none"> • journaling with questions • short prompts related to content 	<p>How will staff be supported as part of collaboration, meetings, PD, and expertise of teachers?</p> <ul style="list-style-type: none"> • grade level meetings • vertical language team meetings • developing common terms used in each language • collaboration of strategies • examining student work • calibrating evaluation • writing workshops/PD (ex. GIST, RAFT, Kinsella Academic Summary Frame, transanguaging) • Intervention/writing supports • New teacher support 	<p>How will evidence of learning inform our progress and improve our collective actions? (Assessments, student work and observation of student learning)</p> <ul style="list-style-type: none"> • trimester writing prompts • journal writing • Formative assessments on specific skills (based on targeted mini-lessons) • writing conferences 	<p>What timeline should guide our collective work?</p> <ul style="list-style-type: none"> • April 1 ILT Retreat - <ul style="list-style-type: none"> ◦ Organize Drive for Grade Levels/Languages ◦ Review and Update Target Language Writing Expectations ◦ Discuss language team agreements from 3/21 meeting. ◦ Plan next instructional steps • May 9 - ILT Retreat - map out pacing for 22-23 and calendar pre/post writing assessments, make judgements about instructional writing cycles for next year • May 16-June 8 - End of year Informational Text Writing Window. Must be administered and scored by June 8 for June 9 Fac. Mtg.

What Does Shared Leadership Look Like at Franklin Magnet School?

Developing Capacity with
ILT Leads and Team

- Sharing the Action Plan
- Leading the ILT members in leading their grade level/language teams



What Does Collective Expertise Look Like at Franklin Magnet School?

FLAG dual immersion school

- Grade level collaboration
- Language team collaboration (vertical articulation)



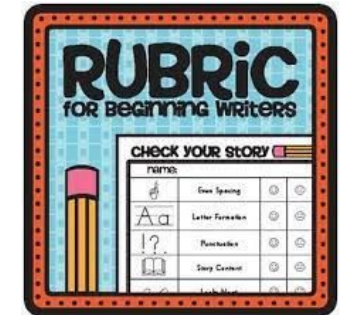
3 Genres

Informative Writing

Purpose: To examine a topic and convey ideas.


- Nonfiction writing
- Includes **FACTS**, details, examples, and explanations
- Tries to make the reader **UNDERSTAND** him or her, not convince

Examples:
Reports, Recipes, Newsletters, Announcements, Invitations, Articles



2nd Grade Italian Writing Sample

tutto sul camaleonte. Questo animale interessante.
 Può muovere gli occhi a 360° per guardare contemporaneamente due oggetti distinti. La lingua del camaleonte è lunga e appiccicosa e l'alancia la lingua e per prendere la preda. Mangia i insetti e la frutta. Il camaleonte è un animale interessante.

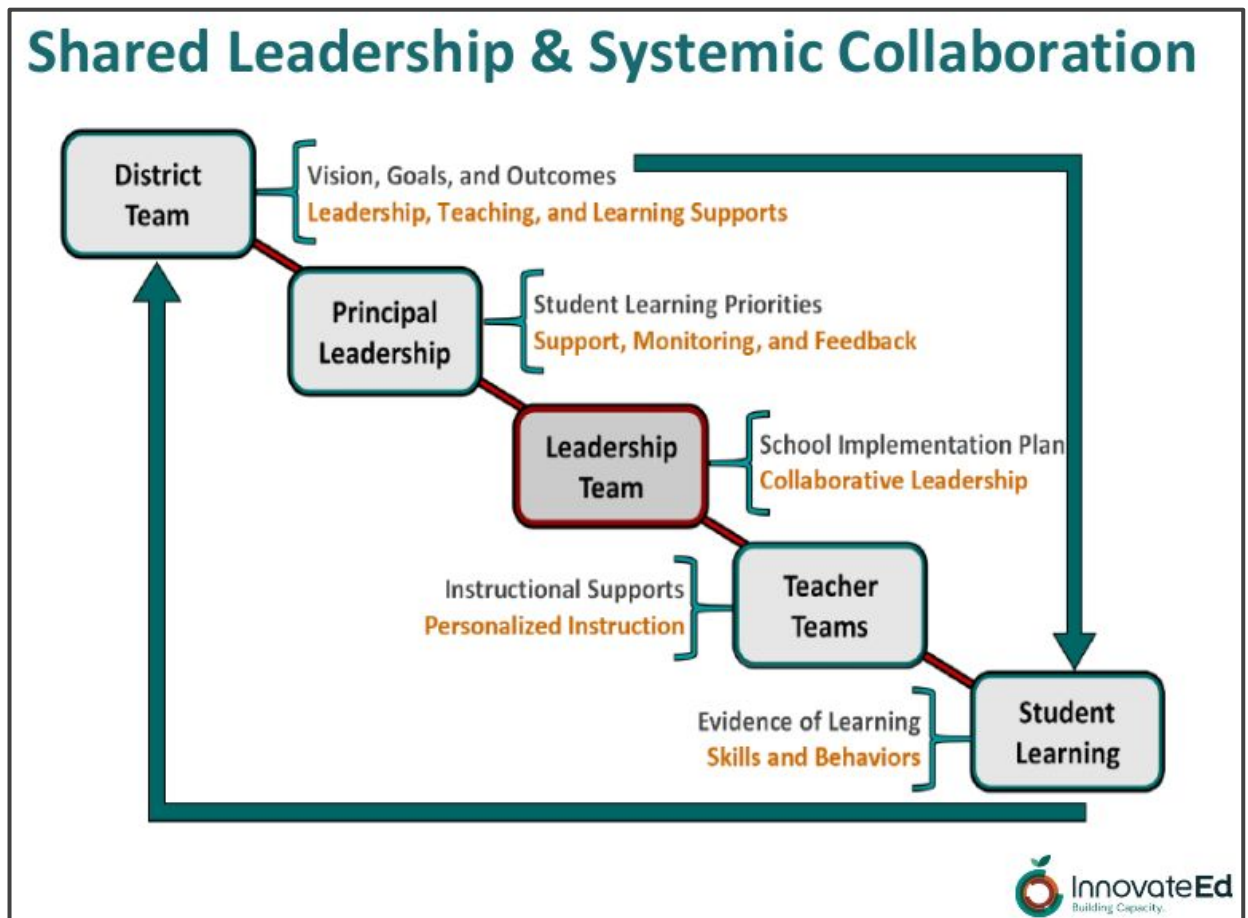


Il camaleonte è su un albero e la lingua va su un insetto e lo mangia.

What Does Continuous Improvement Look Like at Franklin Magnet School?

Keeping the focus on writing

- Resources
- Professional Development
- Cycles of Inquiry
- Reflecting and Planning

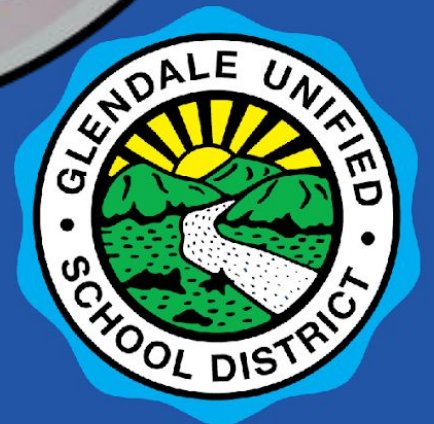
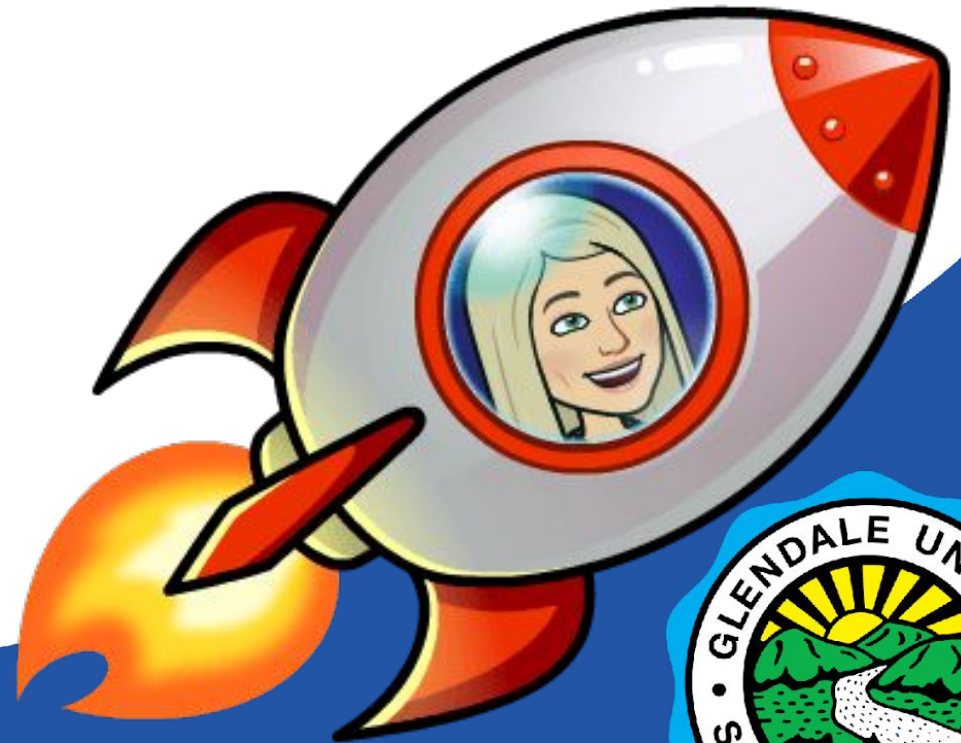


Faculty/ILT Meetings

(And Special Purpose)

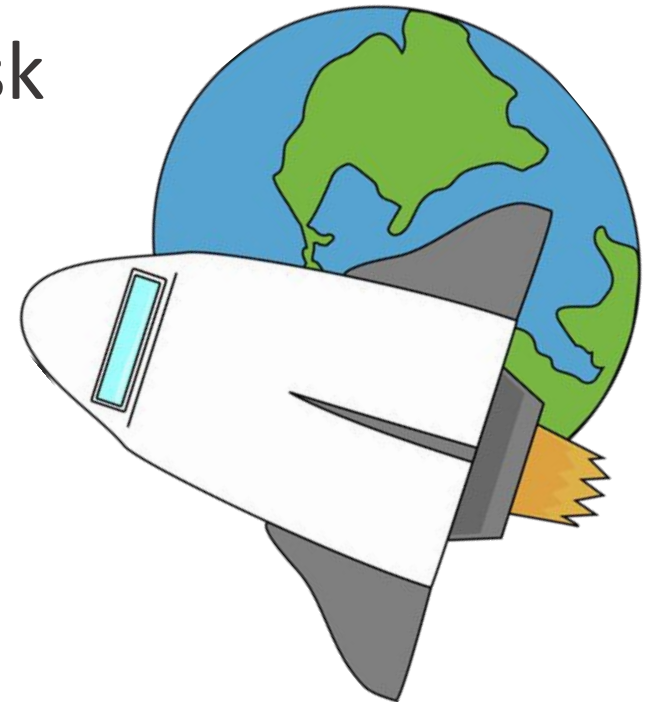
Faculty Meetings - 1:45 - 3:05

ILT Meetings - 2:45-4:00



Norms

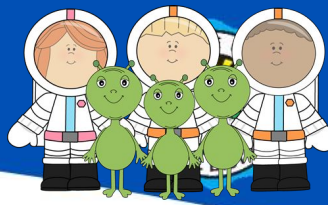
- Be respectful of one another, ideas shared, and mutual learning
- Listen with the intent to understand and ask probing questions
- Be present – engage in the dialogue
- Be collaborative and creative
- Assume good intentions





Franklin Magnet PD Planning Calendar

August 13	ILT Retreat	Collaborative Leadership, Determining Data, PD planning	January 20	Faculty Mtg.	Fimi Haddadian SEL and Bluejack Kids And Look at AAPPL scores?
August 19	GL/PLC	Sharing from Retreat, GLAD Training Discussion (lower grades) Meeting with Mr. Reynolds, Dr. Hong to discuss zooming (upper grades)	January 27	GL/PLC	Discuss Franklin Action Plan focused on writing
September 9	Faculty Mtg.	Grade Level Discussion on writing prompts/ time for HR mandated trainings.	February 10	Faculty Mtg.	Restorative Justice / PBIS (If time grade level)
September 14	ILT Meeting	Deeper Data Dive with Stepan, Dr. Orozco screening results and discuss EL/Intervention schedules	February 24	GL/PLC	Going over Franklin Action Plan
September 16	GL/PLC	Lupe will visit some grade levels to discuss designated ELD (lower grades)	March 8	ILT Meeting	Review Jay Westover meeting and plan next steps
October 5	ILT Meeting	i-Ready baseline review with Stepan (3:30)	March 10	Faculty Mtg.	Anti-bias training #1 with Kikanza - Postponed
October 21	GL/PLC	Lupe will visit some grade levels to discuss designated ELD (upper grades)	March 21	PD Day	Anti-bias training #2 with Kikanza (8:00-10:00 AM), Break (10:00-10:20), SAMR-Taline Satamian (10:20-11:30), Lunch (11:30-12:30), Restorative Circle (12:30-1:00), Writing collaboration in vertical language groups (1:00-3:00)
November 1	PD Day	PBIS Updates, Community Building, GL Writing Collaborations	March 24	Faculty Mtg.	Tentative - 3-6 CAASPP, K-2 Primary Assessments
November 2	ILT Meeting	Review how GL Writing Collaboration Went - PD on Nov. 1	April 5	ILT Meeting	Review vertical articulation language team notes, determine April 7 and 14 meeting agendas as well as May 10 ILT meeting, determine mini retreat date/agenda with updated scheduling information
November 4	Faculty Mtg.	Try out PBIS Arcade (primary teachers) and language team meetings	April 7	GL/PLC	Language articulation groups work on shared vocab.



3/21/22 PD Day Minutes - DEUTSCH

German Team Meeting Notes:

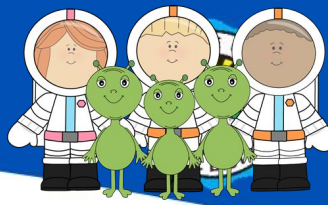
Based on our review of writing samples from all grade levels, we suggest the following focal points for German writing development:

- Structure of writing assignments (introduction - main part - concluding sentence)
- Moving beyond plain listing of facts
- High frequency and spelling lists organized by grade level <https://drive.google.com/drive/my-drive>
- Stronger focus on grammar/syntax (broken down in detailed topics by grade level) - we would like to review and extend the curriculum we created a few years ago: https://docs.google.com/document/d/1bdoKYeJPX2d0bliHobHSiPUk_p1nz5-Ox7cLRJrR4pl/edit
- We would like to create a list of binding grammar (*i.e. Verben, Singular...*) and other language (*i.e. sentence frames, graphic organizer*) terminology.
- Focus on spelling practice (including quizzes, dictations?)

Agreements:

During our German PD day on April 19, 2022 we would like to discuss this with Nancy and determine expectations per grade level.

Additionally, we would like to revisit and update the core book list.



3/24/22 Faculty Meeting Agenda and Minutes

- Grades 3-6 (Avetic 1106) CAASPP Testing Training and Review
- Grades K-2 - (Moine-Webster 1121) Review Vertical Articulation Language Team Meetings (3/21) where teams:
 - Brought scored trimester 1 informational text student writing and shared examples of your grade level anchor papers
 - Analyzed strengths and understand gaps in writing samples
 - Identified Key Strategies to grow Franklin writers as they relate to the Franklin Action Plan
 - Examined outcomes and refine teaching strategies - what do agree to try (small group instruction by score point level, stations, guest teacher, peer review, Week of Writing Project)

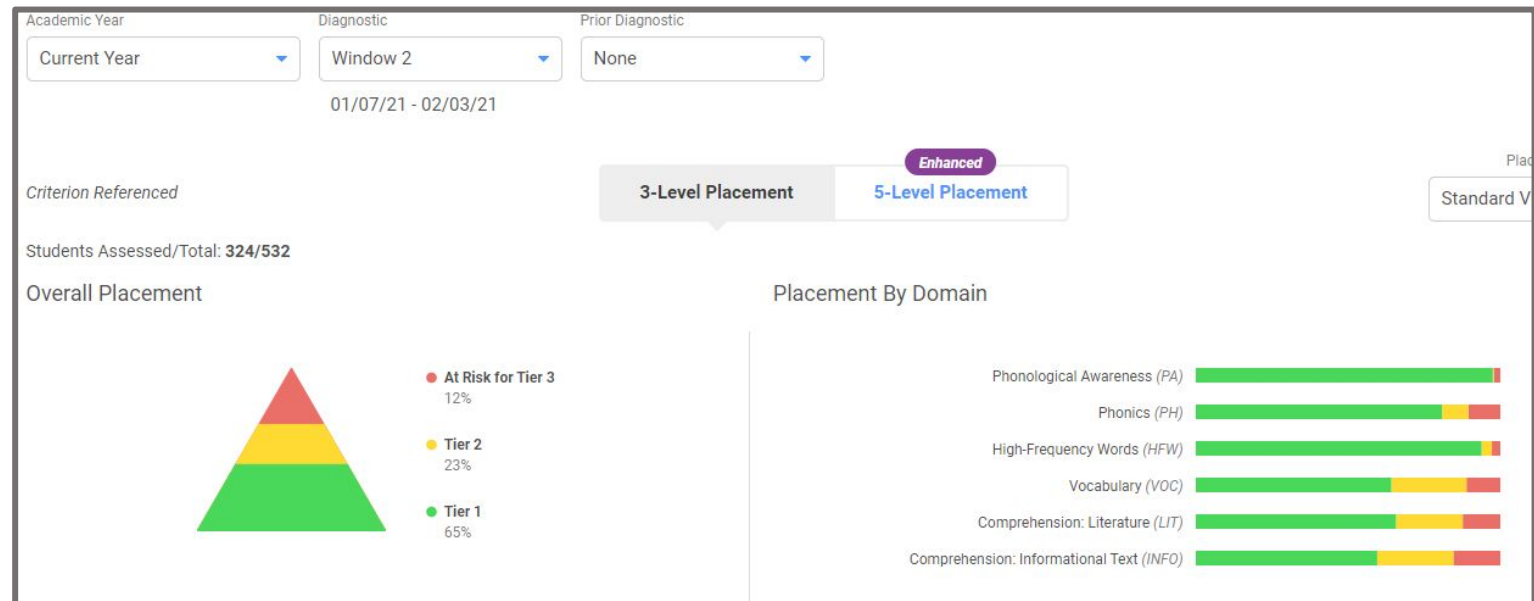
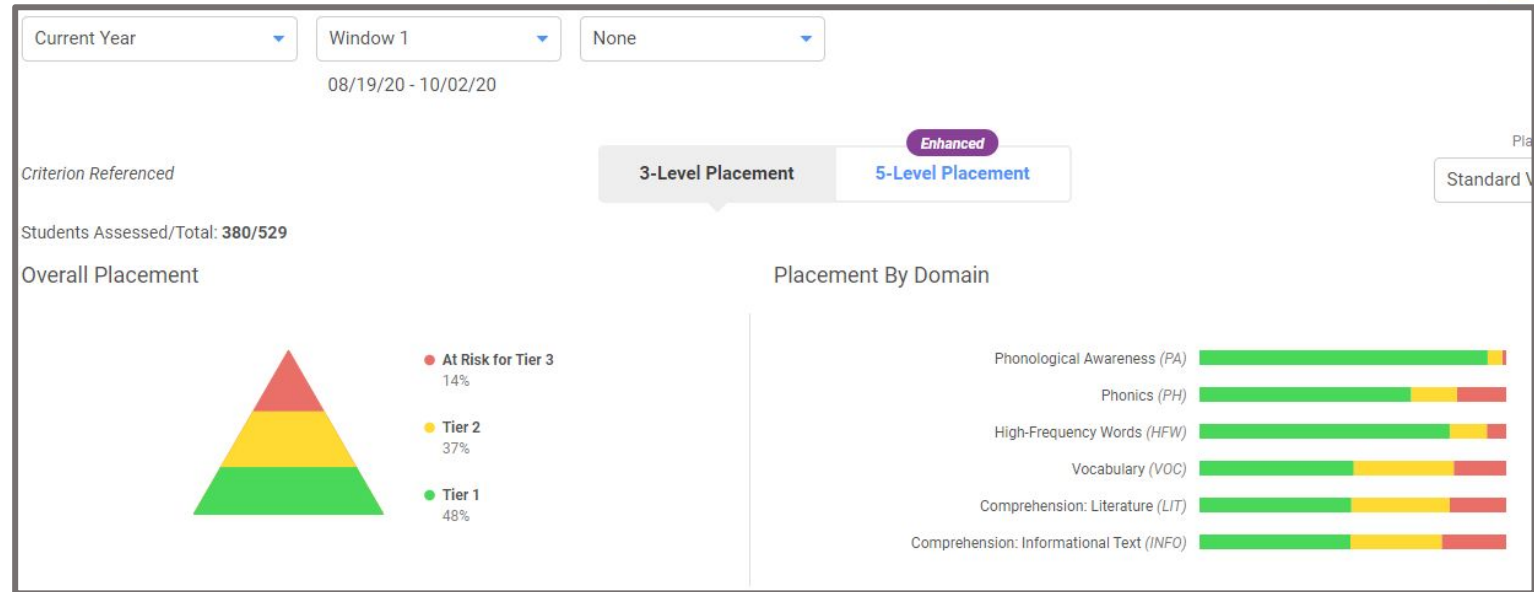
Faculty Meeting Minutes:

- **Spanish**: We will work on creating student language based rubrics for each grade level based on 4th/5th grade's. We agreed to align the introduction of informational texts and videos when administering the informational text baseline and end of year assessment in all grade levels. Transition words were an area of need as well as conclusions, so we agreed to teach targeted lessons at each grade level to support the acquisition of these skills.
- **German**: The students mostly made great progress in writing independently. However, structuring their thoughts and shaping the text into 'Introduction - Main part - Conclusion' will be the next focus. In whole group we can work on finding an introduction to stories, pictures, movies. Same practice procedure for conclusion. Grouped by performance level, we will practice finding transition words to connect sentences.
- **Italian**: (K-2) Strengths in the growing writing length and complexity; Gaps in letter formation, mechanics of writing, and vocabulary. Agreements: vertically plan and review, during the Language Day on April 12th. We plan on creating a chart with all the shared transition words and create a language that grows in complexity from one grade level to the other.
- **French**: Strengths: Each grade level teach diverse teaching strategies to write a short paragraph, including how to introduce a topic and to identify the main idea and the supporting details. Gaps: the team agreed on 1/ showing students of what looks like a writing sample of each score 1 through 4 with the writing rubric. 2/ compare and contrast a conclusion sentence with an introduction sentence. 3/ make sure to create some writing checklists for peer evaluation and student self evaluation. Teaching Strategies: use of various graphic organizers (tree map, bubble map, writing structure organizer), color coding to sort out key details in sentences and paragraphs, students grouping by ability levels and students interests and language level, rereading texts, use of videos with captions.

Window 1

i-Ready Reading Comparison

Window 2





Effective Practices for Language Development (Italian Team)

Increasing student target language production, vocabulary and language acquisition

High Quality & Impactful Instructional Strategies

- Providing sentence frames for speaking and writing
- Fligrid video responses
 - Opinion on a given topic
 - Retelling of their weekly reading
- Math talks in target language (breakout rooms)
- Vocabulary units of study
- SDAIE strategies
 - Choral response
 - Repetition
 - Gestures
 - yes/no-either/or

Supports that Accelerate Student Learning

- 1-on-1 help
- Providing feedback
- Video instructions
- Providing visuals
- Graphic organizers
- High-interest topics to encourage speaking in the target language
- Flipped class (asynchronous) to prepare
- Virtual Classroom with audio files, video links, games, posts and comments
- Creating eBooks for decoding practice

Franklin Magnet School

Next steps in our Journey

- ILT Retreat in Fall
- Solidify all three genres prompts, rubrics, anchor papers
- Plan PD to best support universal writing strategies

