

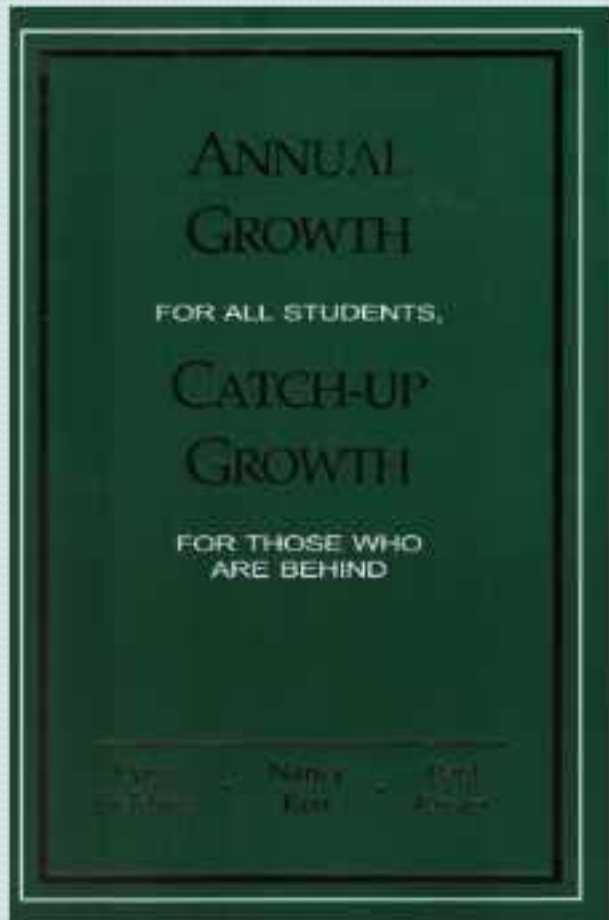
# K-12 and Elementary Job Alike Topics

- Early Release- Next Steps
- Priority Based Scheduling
- Standards Referenced Reporting

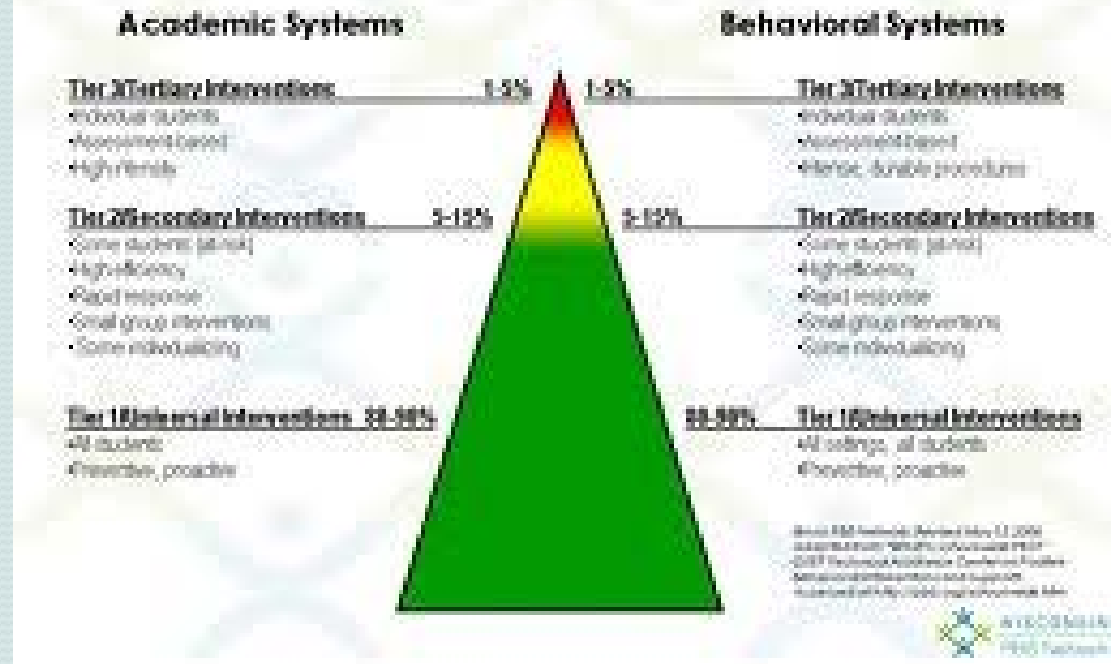
# Early Release- Next Steps

- What's been effective?
- What hasn't been effective?
- How have you supported your families?
- What would you *like* to focus on?

# Philosophical Approach



## School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



This is about putting the needs of students in front of the convenience of adults, and applying what research has told us about students at risk of failure to the practice of scheduling instruction.

# Priority Based Scheduling

Begins during the previous year...

1. Placement of Students
2. Scheduling of Interventions
3. Scheduling of Specials

# 1. Placement of students

- Politics of placement considered
- Clearly communicated criteria, e.g.:
  - Instructional needs (both academics and behavior)
  - Learning environment
  - Social needs
- Goal is to achieve balanced classrooms with instructionally sound groupings

## 2. Scheduling of Services & Interventions

- Create spreadsheets showing current intervention needs, recent progress made (to base predictions for next year on,) current IEP needs, and current acceleration services.
- Special education department head and the site's interventionist must be involved in working with the principal.
- Place just as much emphasis on accelerated students as those who require remediation.
- Consideration of unusual time blocks- before/after school, opposite lunch or recess, etc...

# 3. Scheduling of 'Specials' and Prep Times

- Traditionally, prep times drove the schedule.
- If not prep, then P.E., Music, Library, or other specialists drove the schedule.
- Instead of putting adult preferences and needs first, we've put the needs of our students first.

# 4. Refinements

- Draft schedules go out to teachers
- Consider refinements based on:
  - ‘Core’ instructional time
  - Reasonable chunks of time for differentiated groupings
  - ‘Flow’ of the day
  - Teachers begin to craft classroom schedules
- Minor adjustments are made as needed, with regrouping of students to accommodate substantial growth or new students.



# Scheduling by Classroom & Grade Level

Before kids walk in, plan for:

Core Instruction

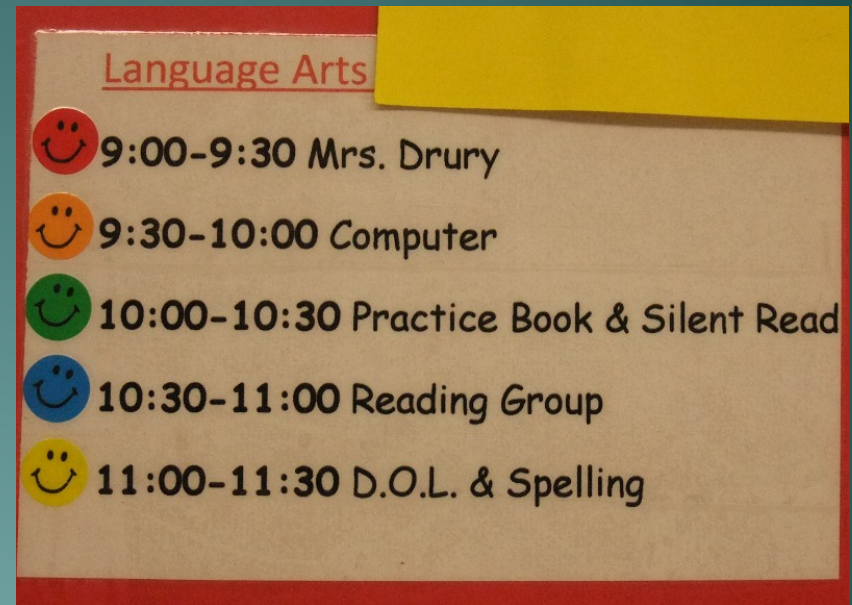
Leveled Instruction






Flexible Grouping

Personalized Schedules

Collaborative Planning

Progress Monitoring Schedules



<u>Language Arts</u>	
	9:00-9:30 Mrs. Drury
	9:30-10:00 Computer
	10:00-10:30 Practice Book & Silent Read
	10:30-11:00 Reading Group
	11:00-11:30 D.O.L. & Spelling

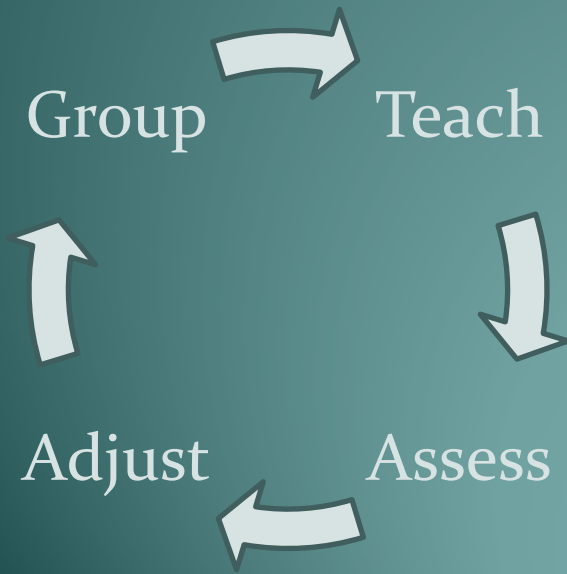
# Cycle of Refinement

Day 1: Groups and Instruction (Routine, Procedures, Connections) Begin

First Week of School: Assess/Adjust Instructional Groups in Class

Second week of School: Check in with Specialists

Ongoing: Progress Monitoring and Flexible Group Changes



# New Students

- Briefly assess and *then* place
- Students start the day after registration paperwork is complete so teachers are prepared
- Immediately progress monitor or Benchmark (when in the window) and record entry data, no matter the skill level of the student
- Principal or Interventionist then checks in on student progress at weeks 1, 2, and 3 to help teacher access appropriate grouping or supports

# Standards Referenced Reporting

- Evolution of the 3-5 data points & elimination of the average
- Consider expectations for PowerSchool data entry
  - What's posted and why?
    - Lesson outlines, Newsletters, Assessment Scores, Work Completion
  - How often must things be updated?
- What won't be required?
  - Grading & recording every piece of work
  - Paper evidence for every standard

# Students 'Outside the Curve'

- Assumption that the general education teacher does all reporting for:
  - Academically accelerated students
  - Students in intervention
  - Students in special education
- Students who are not in the general education classroom should have the report data entered and generated by the teacher in whose class they are enrolled
- Call program coordinator or director for help in odd cases

# Planning for 2014-15

- Where is your staff right now in relationship to standards-referenced reporting?
  - What do they struggle with?
  - What have they embraced?
  - Are they using zeroes for late or missing work?
  - Are they grading and recording homework and counting it towards a final grade?

What discussions do you need to start having to get them ready for this shift?