

Appendix XVII Next Five Year Plan Expanded Discussion

Standards-Based Grading and Reporting –Commitment to the standards has been a priority of ours for the last five years. We look to push this work even further. During the 2014-15 school year CCS teachers participated in a state wide work group, facilitated by expert Thomas Guskey, to explore the opportunities and challenges of developing a standards based reporting system. Based on this work and a study of the Expeditionary Learning model, we will move to a standards-based grading and reporting system for all content areas, with the following goals in mind:

- Ensure that classroom instruction and assessment is fully aligned to the standards.
- Provide our parents and students with more descriptive information about a student's performance.
- Increase our expectations around competency and quality, making sure that students are truly meeting the standards and ready to move on to the next grade level.
- Engage students more fully in the assessment process.

This effort entails redesigning our report card, our scoring guides, and our assessments. As part of this focus, administrators and teachers will work collaboratively to investigate and apply best practices in using learning targets, formative/summative assessments, descriptive feedback, and data analysis with students. We will also re-examine and refine our current practices of student-led conferences, portfolios and celebrations of learning.

Curricular Resources – Curriculum alignment continues to be a priority of ours. As we attempt to have better vertical and grade-level alignment, we continue to examine all of our curricular resources based on their alignment to the standards and their level of rigor. We have recently completed this work for K-2 ELA, 3-5 Writing, and K-5 Math. These grade levels will be adopting the following new curricular resources.

K-2 ELA: *Superkids*, a core phonics-based reading program created specifically for K-2. This decision was made based on examining our student performance and wanting to provide a stronger literacy foundation for our youngest students. Examining our previous approaches to reading at K-2, we noticed inconsistencies in terms of instructional methods, consistency of materials, and assessment. This program incorporates the key areas of phonemic awareness, phonics instruction, fluency, vocabulary and comprehension.

3-5 Writing: Lucy Calkins *Units of Study in Writing*, a Common Core writer's workshop program. This decision was made based on the focus of writing in the Common Core, the reincorporation of writing back into state testing, and our school goal of producing strong and passionate lifelong writers. Examining our previous approaches to writing at 3-5, we noticed inconsistencies in terms of explicit instruction, assessment, and overall expectations. This curricular series provides students with opportunities to write about meaningful topics, explicit and intentionally scaffolded instruction, and critical feedback necessary for growth. The series also provides teachers with professional development to grow in their understanding and delivery of mini-lessons, conferences, small-group strategies, assessment and management

techniques.

K-5 Math: *Eureka*, a fully-aligned Common Core math program. For the past three years we have been using Investigations as our core math resource. While we liked this resource for its inquiry-based approach, we ultimately decided that we needed a resource that was more fully aligned to and specifically designed around the Common Core standards and that better matched the level of rigor expected within the standards. Based on multiple reports and reviews, along with pilots of different units, we made the decision to adopt Eureka as a way to strengthen our focus, coherence, and rigor within our elementary math program.

Science - Over the past five years, we have focused our efforts on strengthening the teaching and learning of Math and ELA at Campus. Our next academic focus will be on Science as we look to strengthen our understanding and implementation of the Next-Generation Science Standards. We wanted students to view Science as more than just a subject in school. To get us started we have identified a teacher leader to represent Campus in the Next Gen Teacher Leader Program this year. She will work closely with our Director of Curriculum to design PD for our staff and determine the best materials to use over the next five years.

Service Learning – While our students are explicitly scored on their level of persistence, self-direction, and reflection, there are many other habits that we look to instill in our students. Service learning is important to us as a school as we help our students develop the character traits of kindness and empathy and help them become involved citizens. We know if we instill these values and habits now, students will be more likely to continue them in the future. This is one additional approach we will use to develop the “whole child”. To begin with, all of our 6th – 8th graders will have a service learning requirement. This will be linked to both their Social Studies class and an actual Service Learning elective. 6th graders will be required to complete 20 hours of service, 7th graders will be required to complete 30 hours of service, and 8th graders will be required to complete 40 hours of service. We would like to expand service learning down to our younger grades, as well.

Responsive Classroom – Based on our goal of developing the whole child, our dedication to building strong relationships with families and students, and a need to strengthen our school culture and climate we will be adopting the Responsive Classroom model.

Responsive Classroom is a research-based approach to education that aims to improve not only academic growth but also social and emotional growth in students. We know that when students are healthy socially and emotionally, they have a better chance at academic success. This effort entails providing intensive training for staff, taking a critical look at current classroom and school-wide procedures and implementing consistent school-wide procedures for everything from Morning Meeting, to discipline, to modeling routines, to quality instruction.

Responsive Classroom Approach

Guiding Principles

1. The social and emotional curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. Great cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

Classroom Practices

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation**—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language**—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery**—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization**—setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families**—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- **Collaborative Problem Solving**—using conferencing, role playing, and other strategies to resolve problems with students

Library – One of the best ways to improve reading is to read more. While each classroom has a library, we are not currently equipped to meet the needs of 400-some voracious readers, but this is our goal, to both create voracious readers and be able to “feed” them. Through informal surveys of parents and students, we realize that some of our students have no access to books at home. It is our mission to eliminate these barriers by creating a school library (both a space and a system) that is linked to the state library system. In addition, we want to increase the quantity and variety of our classroom libraries so that we can surround children with books. As a result of our academic performance in the 2013-14 school year, we received \$50,000 through the Performance Fund to assist in the start up of this project.

College and Career Ready – Everything we do leads back to this goal of preparing students to be ready for life beyond our walls. Over the next five years we are committed to exploring ways to expose our students, especially at the middle school level, to a wide variety of career choices. We also want them to more explicitly see the application of their core academics and their potential careers. These two factors are important elements in helping students plan for their futures and in helping them recognize the relevance of what they’re learning.

Cultural Competency and Awareness – As our population continues to change, we look for ways to better address the needs of our students and ways to better educate our staff, students, family and community about one another. On our journey to greatness, we commit to actively pursuing resources to enhance our knowledge and expand our capacity to embrace and support diversity in our school.