

Parent Information Exchange Meeting

Thursday, February 1, 2018 @ 6:30 PM



1. Welcome and Introductions

(Dr. Lisa Olson, Superintendent and Ms. Lynn LeRoy, Director of Teaching and Learning)

2. Purpose and Format of Meeting

3. Framing the Why for Changes

- a. Whitnall Student Achievement Data
- b. Whitnall Behavior Data
- c. Whitnall District Goals 2017-18
- d. Personnel Changes in 2016-17

For each of the items below, the history, current status, and action plan will be provided.

4. Personalizing Learning

- a. Whitnall Vision
- b. Factors: Schedule, Physical Space, Grouping Learnings, Grouping Professionals

5. Academic Rigor

- a. Gifted Education and Response to Intervention
- b. Honors Program, AP Courses, Technical Credit Courses

6. Student Behavior and Expectations

7. Grading

8. Questions and Feedback

9. Recommendations for Improving Future Communications

10. Closing Remarks

WSD Action Plans – February 2018

ACADEMIC RIGOR

Area(s) of question or concern:	Response	Action Plan(s)	Tentative Timeline
<p>1. Social Studies courses missing at WMS</p>	<ul style="list-style-type: none"> Original intent was to combine ELA and Social Studies, using SS content to practice and refine reading & writing skills. This plan was lost in the transition of the beginning of the year. There has been some Social Studies infusion, but this has not always been explained explicitly to students/parents as it occurs. 	<ul style="list-style-type: none"> Semester 2 (2018): Teaching & Learning Dept and K-12 Social Studies Coordinator are establishing essential Social Studies learning targets and assessment criteria for all grade levels. WMS teachers will work with SS department and administration to establish appropriate curriculum. SS learning targets will focus on high school preparation needs. 	<ul style="list-style-type: none"> Early- to mid-February: SS learning targets developed and communicated to WMS teachers Mid-February to June: WMS teachers continue to work with SS department to develop SS lessons and assessments
<p>2. Gifted/Talented Program 'elimination'</p> <p>Reduced resources for GT students</p> <p>No more grade or subject-level acceleration for advanced learners</p>	<ul style="list-style-type: none"> GT programming has not been eliminated, but is undergoing some changes. Ideally, we would have spent a year exploring a variety of models and system modifications, but with the June departure of the former GT Coordinator, found ourselves in the position of resetting the GT program in the 2017-18 school year. Resources have not been eliminated or reduced, but do need to go through a process in which teachers can request specific books, activities, etc. We were finding that resources were in use, but we didn't always understand the educational value of those resources, or whether there were better or more up-to-date versions available. Grade or subject acceleration will remain an option for students when appropriate. In the past, this was often the first and only option offered. As we work toward a more personalized learning experience 	<ul style="list-style-type: none"> A GT Handbook has been developed, and contains definitions of the 5 areas of giftedness, entrance criteria, referral process, testing procedures, and external resources for parents and teachers. Teachers now have access to a Student Services request form, which allows teachers to request specific help with a student, and request programs or materials to use with students. While we have been moving toward a model of more 'in-classroom' services, we still need to clarify roles and responsibilities of those who will either support teachers in this work, or work with GT students directly (depending upon need). Use the GT Handbook and parent input as guidelines in decision-making as it relates to content enrichment, extension, or acceleration. 	<ul style="list-style-type: none"> Current and ongoing

	<p>for all students, extensions and enrichment within the classroom will be considered before moving to an acceleration option.</p> <ul style="list-style-type: none"> As we update curriculum and learning targets related to state or national standards, we are looking for overlap, redundancy, and levels of rigor in all subject areas. 		<ul style="list-style-type: none"> September 2017-May 2018
<p>3. Rigor lacking in WMS courses?</p>		<ul style="list-style-type: none"> For semester 2, Literacy, Learning and Math Coaches will partner with teachers and admin to closely examine daily targets and ensure that rigor is appropriate to each student. WHS principal will work with 8th grade teachers to prepare 8th grade students for Freshman Academy. 8th and 9th grade teachers will meet to plan and ensure proper alignment between 8th and 9th grade learning expectations. The Teaching and Learning Department is reviewing K-12 curriculum in the 2017-18 school year, and will make necessary adjustments to ensure that levels of rigor are a) appropriate to grade level, and b) in proper alignment with previous and future learning expectations beginning in the 2018-19 school year. 	
<p>4. AP/Honors/PIE elimination at WHS Civics Graduation Requirement</p>	<ul style="list-style-type: none"> There is a misconception regarding the reduction of AP courses. Two AP courses have been added for the 2018-19 school year. "Honors" courses have been dropped, but are to be replaced with the Honors Program associated with the Freshman Academy. PIE has been dropped, but can be replaced (at less or no cost) with AP Language or MATC transcripted credit courses. There is a Civics test required for graduation as of spring 2017. A half-credit Civics course will become a requirement starting with the Class of 2021. 	<ul style="list-style-type: none"> See attachments for details on all WHS Course changes for 2018-19 	<ul style="list-style-type: none"> N/A

GRADING

Area(s) of question or concern:	Response	Action Plan(s)	Tentative Timeline
1. WHS Grading Scales: Traditional and Standards-based	<ul style="list-style-type: none"> Two grading systems is NOT optimal. However, before the start of the 2017-18 school year, WHS was sporting SIX different scales: a traditional scale, plus 5 renditions of a standards-based scale. For 2017-18 school year teachers may opt to use one of TWO grading scales: a traditional scale, or a 5-level scale. 	<ul style="list-style-type: none"> District admin and teachers will review and explore successes and challenges of each system, and determine <u>one</u> common system for the 2018-19 school year. Because of the historical inconsistency of grading practices at WSD, we are bringing in a consultant who works expressly with schools to identify and implement best practices in grading 	<ul style="list-style-type: none"> May 2018 – grading scale determined for 2018-19 Consultant works with WSD: Feb – June 2018
2. WHS - Scoring discrepancy between traditional and standards-based scale	<ul style="list-style-type: none"> Teachers within one department are required to agree on one grading scale, so scores will remain consistent between teachers of same content/course. The "math" behind the two scales had to be manipulated so that the <u>letter grade</u> is the actual determinant of the GPA. 	<ul style="list-style-type: none"> Grading in general has always been a subjective practice. WSD will work to tighten the consistency of grading district-wide. Develop communication plan to clearly articulate 2018-19 grading scale to all students and families 	<ul style="list-style-type: none"> Current/ongoing May 2018
3. K-8 Grading Scale – students can't achieve the "E"?	<ul style="list-style-type: none"> The description of the "E" has been changed for this school year, which should allow students to earn an "E" for high-quality, in-depth work. The formerly-held position of previous administration – where the "E" was only attainable in rare situations – is no longer in effect. 	<ul style="list-style-type: none"> Admin will post this information in this week's E-weekly publication to teachers, under our "Mythbusters" section. Specific questions may be directed to building administration. 	<ul style="list-style-type: none"> Ongoing clarification for teachers

PERSONALIZATION OF LEARNING

Area(s) of question or concern:	Response	Action Plan(s)	Tentative Timeline
1. Personalized Learning is a new "thing"	<ul style="list-style-type: none"> The main ideas behind providing a personalized learning experience are that a) teachers know each individual student well enough to know what motivates and engages that student, and b) students have a role in helping to plan their learning experiences. Beyond that, teachers will – as always – develop plans and lessons which will have meaning and relevance for all students. 	<ul style="list-style-type: none"> WSD received a grant from the Hume Foundation to put a team of teachers through the PL Institute's Design Leadership Academy. This team will work to identify what "personalization" will or won't mean for Whitnall in future years, and then work with teachers to frame a clearer picture of personalized learning. 	<ul style="list-style-type: none"> January 2018 - June 2018
2. Students get to "learn" whatever they want	<ul style="list-style-type: none"> All learning is still to be framed by state/national standards, which is largely organized by grade level. While the pace may be somewhat more flexible at certain times, teachers still need to guide and organize the learning sequence for students. 	<ul style="list-style-type: none"> WSD will continue to hold sessions and offer micro-credential learning opportunities for teachers to practice and deliver flexible learning opportunities for students where possible. 	<ul style="list-style-type: none"> Ongoing
3. Class sizes are too large in "personalized learning" environments.	<ul style="list-style-type: none"> While there may be more students grouped in a larger area, the ratio of adults to students typically does not change. Teachers can determine which students thrive in more open environments, as opposed to those who may need more secluded or quiet areas. 	<ul style="list-style-type: none"> Administration will check into student/adult ratios in all four buildings 	<ul style="list-style-type: none"> February 2018

STUDENT BEHAVIOR & EXPECTATIONS

Area(s) of question or concern:	Response	Action Plan(s)	Tentative Timeline
1. WMS Student Behaviors	<ul style="list-style-type: none"> There has been an increase in student behavior issues over the past few years. WMS began 2017-18 with a revised PBIS plan. As the year has progressed, this plan was not addressing the frequency and/or severity of some of these behaviors. There has been lack of timely communication to students and parents regarding consequence and/or follow-up information 	<ul style="list-style-type: none"> Revised cell phone and student behavior plans were introduced Surveys to staff, students, and parents sent regarding revised plan Survey will be sent out weekly for remainder of the school year Fidelity will be monitored through ongoing use of student data Additional support and collaboration with WHS staff to ensure consistency and responsiveness 	<ul style="list-style-type: none"> January 24, 2018 January 28, 2018 Ongoing

COMMUNICATION

Area(s) of question or concern:	Response	Action Plan(s)	Tentative Timeline
1. Grading Practices and Scales	<ul style="list-style-type: none"> (see Grading above) 	<ul style="list-style-type: none"> More succinct information in weekly district newsletter to teachers Increased communication with principals, coaches and administration Consultant work on best practices in grading and assessment 	<ul style="list-style-type: none"> Ongoing
2. Frequency of feedback and communication between teachers and students; teachers and home	<ul style="list-style-type: none"> WSD has never set specific timelines or expectations for feedback relative to academic performance. Hence, this communication varies widely between teachers and levels. 	<ul style="list-style-type: none"> New "grading guidelines" will provide all teachers with a framework for specific and timely feedback and reporting. 	<ul style="list-style-type: none"> Semester 2 2018 2018-19

Summary of Whitnall High School Course Proposal Changes for 2018-19

<i>Current Course</i>	<i>Proposed Change</i>	<i>Rationale</i>
Business Department		
Principles of Mgmt (1.0 credit)	Drop	Has not run for several years
Business Communications	Drop	Not currently running; Transcribed courses in English Dept will allow student to also earn tech college credit for similar content
Financial Literacy	Rename	Rename course to Personal Finance to differentiate from financial literacy requirement
On the Job Credit	Rename	Rename course to Employability Skills; Will be offered primarily online with weekly F-2-F meetings
Event Marketing	Rename	Rename course Event and Project Marketing to encompass the hospitality and tourism industry in addition to sports and entertainment
Computer Science and IT Department		
Digital Communications 1 (.5 credit)	Add	Replace Media Productions and Business Communications courses
Digital Communications 2 (.5 credit)	Add	Replace Media Productions and Business Communications courses
English Department		
Concepts of English 9 (1.0 credit)	Drop	Currently creates a regular education course with a high percentage of SE students; Equity concern; Implementation of RtI and use of co-teaching will assist students who may struggle some in English 9
Honors English 9 (1.0 credit)	Drop (Honors Program)	Students needing additional rigor will be encouraged to participate in the Honors Program; Current misplacement of students due to insufficient placement data
Concepts of English 10 (1.0 credit)	Drop	Currently creates a regular education course with a high percentage of SE students; Equity concern; Implementation of RtI and use of co-teaching will assist students who may struggle some in English 10
AP Language & Composition (1.0 credit)	Add	Provides an AP course which aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Will replace PIE course option
Concepts of English 11 (1.0 credit)	Drop	Currently creates a regular education course with a high percentage of SE students; Equity concern; Implementation of RtI and use of co-teaching will assist

<i>Current Course</i>	<i>Proposed Change</i>	<i>Rationale</i>
		students who may struggle some in English 11
Honors English 11 (1.0 credit)	Drop	Students needing additional rigor should enroll in AP Language & Composition
English 12 (1.0 credit)	Add	Course will provide four 9-week courses for student choice and interest. Will include previous individual semester courses as 9-week options
Literary Publications (.5 credits)	Add	Course will provide an additional writing course for students to explore and refine various writing styles, the writing process and publication for a specific audience
British Literature (.5 credits)	Drop	Will now be included within English 12 as an option
Short Stories (.5 credits)	Drop	Will now be included within English 12 as an option
Contemporary Novels (.5 credits)	Drop	Will now be included within English 12 as an option
Creative Writing	Drop	Will now be included within English 12 as an option
PIE English 101	Drop	Students currently pay \$330 for this course. Adding AP Language & Composition and MATC transcribed English courses will meet this need
PIE Communication 110	Drop	Students currently pay \$330 for this course. Adding AP Language & Composition and MATC transcribed English courses will meet this need
Comm Skills 1 (TC 151)	Add	Transcribed course for MATC. Required for associate degree. No course fee for students.
Comm Skills 2 (TC 152)	Add	Transcribed course for MATC. Required for associate degree. No course fee for students.
Science Department		
Concepts of Biology	Drop	Creates a regular education course with a high percentage of SE students; Equity concern; Implementation of RtI and use of co-teaching will assist students who may struggle some in Biology
Honors Biology	Drop (Honors Program)	Students needing additional rigor will be encouraged to participate in the Honors Program
Social Studies Department		
Modern World (1 credit)	Drop	Will be replaced with Global Studies
AP World History (1 credit)	Drop	Will be replaced with AP Human Geography for option
Global Studies (1 credit)	Add	Similar to Modern World Studies with comprehensive social studies view focusing on world events and analyze the

<i>Current Course</i>	<i>Proposed Change</i>	<i>Rationale</i>
		impact these themes have had on human interactions in a global community
AP Human Geography (1 credit)	Add	New AP course aimed at freshmen. Parallel course to Global Studies for students wanting more rigor
Civics (.5 credits)	Modify	Currently an elective. Will become a required course starting with Class of 2021
Special Ed 205: Psychology of the Exceptional Child	Drop	PIE class the we will not renew
Technology and Engineering Department		
Intro to Tech Systems Construction Advanced Construction Manufacturing Do It Yourself Transportation and Energy Intro to Auto CADD Advanced Auto CADD (all courses .5 credit)	Drop	Current courses are not within a scope or sequence and do not align to career pathways or focus within a specific content area; Revised courses will incorporate much of current course content within a revised, cohesive scope and sequence of courses
Intro to Design (.5 credit)	Add	A required introductory TEE course that provides foundational skills for other courses
Building Trades 1 (.5 credit)	Add	Similar to Construction but includes exploration of other trades
Building Trades 2	Add	Similar to Advanced Construction but expands to more trades and will include more hands-on, real-world projects
Manufacturing Materials & Processes 1 (.5 credit)	Add	This course is an introduction to manufacturing processes and manufacturing systems
Manufacturing Materials & Processes 2 (.5 credit)	Add	As a second course, students will engage in projects that require analysis of the production process to take raw material to finished replicated products
Engineering Drawing 1 (.5 credit)	Add	This course will emphasize engineering drawing using software that is consistent with post-secondary and workplace
Engineering Drawing 2 (.5 credit)	Add	This course will provide specialized drawing specific to architectural engineering
Miscellaneous		
Media Productions	Drop/Rename	This course is currently an isolated course not belonging to any department. It will be renamed as part of the Digital Communications 1 and 2 courses and will be placed in the Computer Science and IT Department.

WHS 5-point Grading Scale Descriptors

WHS 5-point Standards-Based Grading Scale - Levels and Descriptions

	Level Indicator	Level Descriptors
Proficient	5	<p>Exceeding targeted content and level expectations by:</p> <ul style="list-style-type: none"> • Demonstrating original and creative thinking • Offering strong explanation of reasoning • Consistently using multiple strategies or multiple approaches <p>Student Indicator of Success: "I'm very confident with this. I can teach someone how to do this."</p>
	4	<p>Meeting targeted content and level expectations by:</p> <ul style="list-style-type: none"> • Independently demonstrating appropriate use of strategies and content application • Offering complete and detailed responses in a variety of formats and settings • Engaging in dialogue and activities which convey thorough understanding of content and concepts <p>Student Indicator of Success: "I can do this independently. I can demonstrate my understanding."</p>
	3	<p>Meeting targeted content and level expectations by:</p> <ul style="list-style-type: none"> • Demonstrating appropriate use of strategies and content application with occasional support • Offering complete and detailed responses in comfortable formats or settings • Engaging in dialogue and activities which convey a basic understanding of content and concepts <p>Student Indicator of Success: "I can do this with occasional support or prompting."</p>
Not Yet Proficient	2	<p>Approaching targeted content and level expectations by:</p> <ul style="list-style-type: none"> • Demonstrating ability to use strategies and content application when assistance and support is provided • Offering accurate responses when given prompts or cues • Answering questions which will lead to basic understanding of content and concepts <p>Student Indicator of Emerging Success: "I can do this with help or with an example in front of me"</p>
	1	<p>Not Yet Meeting targeted and level expectations:</p> <ul style="list-style-type: none"> • Cannot identify strategies, or needs a great amount of assistance • Inadequate responses, or incomplete explanations of thinking <p>Student Indicator of Inadequate Progress: "I'm starting to get it, but I'm still confused."</p>

Whitnall School District K-8 Grading Scale

Level Indicator	Level Descriptions
Exceeding (E)	<p>A student achieving this level will independently demonstrate learning that is significantly and consistently above targeted expectations as evidenced by:</p> <ul style="list-style-type: none"> ● Ability to transfer learning into multiple content areas or situations ● High levels of complex reasoning ● Multiple approaches to solving problems <p>Student Indicator of Success: "I'm very confident with this. I can teach someone how to do this."</p>
Proficient (P)	<p>A student achieving this level will independently demonstrate mastery of all grade-level standards and targeted expectations as evidenced by:</p> <ul style="list-style-type: none"> ● Application of specific skills to related standards and other content areas ● Solid foundational skills for future learning ● Communication of understanding to others ● Complex reasoning and problem-solving skills <p>Student Indicator of Success: "I can do this independently. I can demonstrate my understanding."</p>
Developing (D)	<p>A student achieving this level will demonstrate partial progress toward meeting grade-level standards and targeted expectations as evidenced by:</p> <ul style="list-style-type: none"> ● Foundational skills that are either incomplete or inconsistent ● A need for deeper or more specific instruction ● A need for more time and practice in order to demonstrate independent and consistent mastery <p>Student Indicator of Emerging Success: "I can do this with support, prompting or an example in front of me"</p>
Beginning (B)	<p>A student achieving this level will demonstrate:</p> <ul style="list-style-type: none"> ● Limited or no understanding of grade-level standards or targeted expectations ● A need for additional support to develop knowledge and understanding ● A requirement for further practice and significant assistance in order to acquire foundational skills <p>Student Indicator of Limited or Inadequate Progress: "I'm starting to get it, but I'm still confused."</p>