

TESD Curriculum Council

November 2022



WELCOME



Four Agreements*

- Stay Engaged
- Experience Discomfort
- Speak Your Truth
- Expect/Accept Non-Closure

*Pacific Educational Group



Further Considerations

- Everyone Participates
- Everyone Has the Right to Pass
- All Opinions are Honored
- The Committee is Free from Social Media





Goal

To provide a forum for faculty, administrators, students, parents, Board members and community members to come together and discuss topics related to the District's educational program.

Work of the Committee

The work of the Curriculum Council may include...

- Highlighting the work happening in the District
- Reviewing successes and obstacles associated with curricular initiatives
- Discussing significant changes to curriculum and assessment
- Addressing questions related to the educational program in order to inform future decisions
- Receiving presentations on timely topics from outside experts





A Few Minutes of Design

Creativity, Innovation and Design are all important aspects of the work we do with our students. Using the supplies at your table, take the next 5 minutes to work with a partner or two in your group to complete one of the design challenges at your table. . .

Today's Agenda

- Welcome and Review of Committee Goals
- Update on Implementation of Elementary Reading Resources and Benchmark Assessments
- Discussion of New Strategic Plan and Action Plans

The word "AGENDA" is displayed in a large, bold, sans-serif font. Each letter is a different color and has a 3D effect with a shadow. The colors are: A (purple), G (blue), E (green), N (yellow), D (orange), and A (pink).

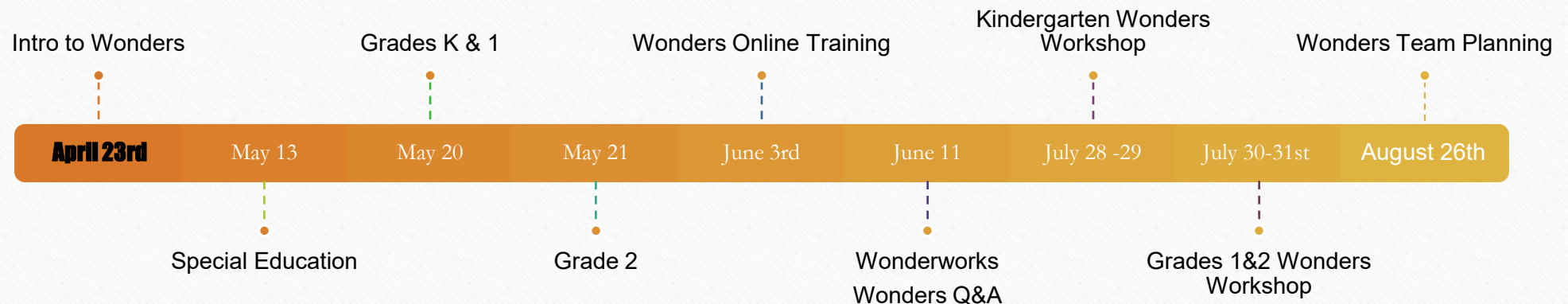
Curriculum Council Presentation

November 17, 2022

Wonders/LETRS Implementation Guide

- Grades K-2 began using Wonders in the 2020-2021 school year.
 - Prior to the selection of Wonders, K-2 teachers received training in three modules of LETRS (Language Essentials for Teachers of Reading and Spelling).
 - “The *LETRS*® (Language Essentials for Teachers of Reading and Spelling) Suite is professional learning that provides educators and administrators with deep knowledge to be literacy and language experts in the science of reading.”
 - <https://www.lexialearning.com/leters>
- Grades 3-4 implemented Wonders the following school year 2021-2022
 - In preparation for the program, teachers in grades 3-4 received virtual Wonders training and participated in a virtual LETRS workshop provided by the CCIU on April 14th and May 18th, 2021.
 - LETRS training for teachers in grades 3-4 also occurred between February and May 2022.

District Provided Wonders Training Sessions/K-2










McGraw-Hill Professional Development (Live Sessions)

- Alongside the District-led training sessions, teachers also had the option to take part in sessions led by McGraw-Hill representatives. These sessions included information about various topics related to the Wonders program:
 - Creating Assessments
 - Small Groups
 - Foundational Skills
 - Start Smart

*All sessions were also recorded and made available for teachers to watch at their convenience via the Wonders padlet.

Wonders on Schoology

- A Schoology page has been created for teachers to have a database to access various aspects of the Wonders program, including grade specific documents, links, and recordings of previous training sessions.

- ☐  **Wonders Gr. K Specific Resources**
Added by You · Sep 22, 2020
- ☐  **Wonders Gr. 1 Specific Resources**
Added by You · Sep 22, 2020
- ☐  **Wonders Gr. 2 Specific Resources**
Added by You · Sep 22, 2020
- ☐  **Resources for Parents and Students**
Added by Theresa Bowser · Aug 28, 2020
- ☐  **Helpful How to Videos and PDFs**
Check this folder for videos and PDFs that explain how to navigate the Wonders Teacher Dashboard.
Added by Theresa Bowser · Sep 17, 2020
- ☐  **K-2 Wonders Training Session Recordings**
Added by You · Jul 17, 2020
- ☐  **Start Up Documents**
Added by Theresa Bowser · Aug 27, 2020

Small Group Implementation School "Tour"

- Training sessions were arranged for each of the elementary schools to discuss the implementation of small groups in the integrated school setting using the Wonders program. Sessions were held within the classrooms to address factors involved with running small groups.

9/29- NEES 9/30- HES 10/2 DES 10/5 BES 10/6 VFES

Ongoing Professional Development

Teachers have access to the Wonders Implementation Padlet, which is also continually updated by McGraw Hill Curriculum Specialists.

The screenshot displays a Padlet board titled "Wonders 2020 Implementation Documents for Implementation" by Amy Driesbach. The board is organized into five columns, each representing a different resource category:

- Teacher/Student Account Set Up:** Includes a link to "Trainings on Setting up Teacher/Student Accounts" and a McGraw Hill logo with the text "Get Training on Login and Rostering | M... Get training on how to perform common ... mcgraw hill".
- Remote Learning Support - Teachers:** Features a link to "Sign Up for Remote Learning Sessions" and a description: "Register for a free session. The sessions will cover the following: BTS Resources Provided for the Product; Professional Development Resources; Ideas around parts and assets of the program that would lend themselves to Asynchronous, Synchronous and Independent Work; Review the technology and".
- Remote Learning Support - Parents:** Includes a link to "Remote Learning Letter to Parents" and a "Wonders" logo.
- Online Assessments info:** Contains a link to "Online Assessments" and a "Create Online Assessments" section with an overview of the process and a "Walkthrough Online Assessment PDF document" link.
- Scope and Sequence:** Features a link to "Kinder Scope & Sequence" and a "2020_Scope&Sequence_GK PDF document" link.

Current K-4 Benchmarks

	Fall
K	K Screening - UC, LC, LS, Rhyming, Word Recognition <u>Acadience</u> - FSF, LNF
1st	<u>Acadience</u> – LNF, PSF, NWF-CLS, WWR
2nd	<u>Acadience</u> – NWF, ORF
3rd	<u>Acadience</u> – ORF, MAZE
4th	<u>Acadience</u> – ORF, MAZE

	Spring
K	K Screening - UC, LC, LS, Rhyming, Word Recognition <u>Acadience</u> - LNF, PSF, NWF-CLS, WWR
1st	<u>Acadience</u> – NWF-CLS, WWR, ORF
2nd	<u>Acadience</u> – ORF
3rd	<u>Acadience</u> – ORF, MAZE Wonders
4th	<u>Acadience</u> – ORF, MAZE Wonders

	Winter
K	K Screening - UC, LC, LS, Sight Words, Rhyming, Word Recognition <u>Acadience</u> - FSF, LNF, PSF, NWF-CLS, WWR
1st	<u>Acadience</u> – NWF-CLS, WWR, ORF
2nd	<u>Acadience</u> – ORF
3rd	<u>Acadience</u> – ORF, MAZE Wonders
4th	<u>Acadience</u> – ORF, MAZE Wonders


(What Was) 4 Sight Assessment

4Sight Common Core Assessments

with Leading for Success, Schoolwide Solutions,
and Customer Service

- T/E previously used the 4 Sight benchmark assessment to denote reading comprehension for students in grades 3-4 but it has been discontinued by Success for All.
- As a result, T/E is currently researching an assessment that can be used to replace the 4 Sight assessment.

(What Is) Replacing 4 Sight

- Elementary Level- Replacement for the 4 Sight Assessment
 - Reading specialists and classroom teachers would like a screener that provides additional information alongside the MAZE/ORF retell for identifying comprehension needs.
- +
- Elem/Middle- Connection of assessments between the elementary and middle schools
- +
- Middle School-Additional information to guide instruction
- =  **i-Ready** Assessment



Academic Screening Tools Chart

1. **Classification Accuracy (Fall, Winter, Spring)** = The main goal of classification accuracy is to understand how well scores on a screening assessment correctly identify students' needs within the five domains.
2. **Technical Standards** = Reliability, Validity
3. **Usability Features** = Admin Format, Admin & Scoring Time, Scoring Format

Legend



Convincing
evidence



Partially convincing evidence



Unconvincing
evidence



Data unavailable



Disaggregated data
available

ACADEMIC SCREENING TOOLS CHART

Classification

				<u>Classification Accuracy Fall</u>	<u>Classification Accuracy Winter</u>	<u>Classification Accuracy Spring</u>
<input type="checkbox"/>	i-Ready® Diagnostic	Reading	Grade 3	●	●	●
<input type="checkbox"/>	i-Ready® Diagnostic	Reading	Grade 4	●	●	●
<input type="checkbox"/>	i-Ready® Diagnostic	Reading	Grade 5	●	●	●
<input type="checkbox"/>	i-Ready® Diagnostic	Reading	Grade 6	●	●	●
<input type="checkbox"/>	i-Ready® Diagnostic	Reading	Grade 7	●	●	●
<input type="checkbox"/>	i-Ready® Diagnostic	Reading	Grade 8	●	●	●

i-Ready Rating (Grades 3-8)
(Academic Tools Chart)

Technical Standards

			<u>Reliability</u>	<u>Validity</u>
i-Ready® Diagnostic	Reading	Grade 3	● ^d	●
i-Ready® Diagnostic	Reading	Grade 4	● ^d	●
i-Ready® Diagnostic	Reading	Grade 5	● ^d	●
i-Ready® Diagnostic	Reading	Grade 6	● ^d	●
i-Ready® Diagnostic	Reading	Grade 7	● ^d	●
i-Ready® Diagnostic	Reading	Grade 8	● ^d	●

i-Ready Rating (Grades 3-8)
(Academic Tools Chart)



Aligned with the Science of Reading

“The theoretical model behind i-Ready Diagnostic and i-Ready Personalized Instruction...aligns with the Simple View of Reading.” (p. 3)

Word Recognition

- Phonological Awareness (for Grades K–1 and for some students in Grade 2)
- Phonics (for Grades K–3 and for some students through Grade 12)
- High-Frequency Words (for Grades K–2 and for some students through Grade 8)

Language Comprehension

- Vocabulary (for Grades K–12)
- Reading Comprehension (for Grades K–12)

The Simple View of Reading



Plan for Implementation- Elementary

Half-Day Training Sessions:

Sept. 20 (Morning); November 8 (Inservice); March 17 (Inservice)

Most grades 3-4 students will use the following schedule:

- September 27-30 Writing Prompt
- ERB's Oct. 10-14; Make-up Oct. 17-21
- Wonders Benchmark Assessment: January 9-13
- Wonders Benchmark Assessment: May 17-19

Each elementary school will have one grade 3 and one grade 4 class that take both the Wonders and I-Ready assessments.

- September 27-30 Writing Prompt
- ERB's Oct. 10-14; Make-Up Oct. 17-21
- I Ready- November 2-3
- Wonders- January 9-13
- I Ready- March- 14-15
- Wonders- May 17-19

Plan for Implementation- Middle

Half-Day Training Sessions:

Sept. 20 (Morning); November 8 (Inservice); March 17 (Inservice)

Middle School Reading Specialists

- On and Below Level Students in grades 5-8

Core Teachers

- 5th grade teachers at both middle schools will give the i-Ready assessment for On and Above level students in the fall and spring.

Schedule:

- December 6-8
- March- TBD

Additional Reading Resources

Orton-Gillingham Training:

<https://imse.com/about-us/what-is-orton-gillingham/>

What Orton-Gillingham is all about

Orton-Gillingham is a highly structured approach that breaks reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time. It was the first approach to use explicit, direct, sequential, systematic, multi-sensory instruction to teach reading, which is not only effective for all students but essential for teaching students with dyslexia.

Current “OG” Status

- Reading Specialists-Each elementary and middle school has a reading specialist who has been OG certified. There is an additional reading specialist who splits time between both middle schools who has also received certification as well as the MIT (Multi-tiered Intervention) teacher at Valley Forge Middle School. CHS also has an OG certified reading specialist.
- Special Education Teachers- Within the Special Education department there are eight OG certified teachers at the elementary level, six at middle level, and two at CHS.



TESD Strategic Plan Discussion

Curriculum Council
November 2022

Introduction

Since 1996, strategic planning has played an integral role in providing a roadmap for educational initiatives in TESD. As part of this ongoing cycle of strategic planning, in 2019, the District began work on a refreshed plan to outline a new educational vision for District students. A committee was formed to work on the development of a new Strategic Plan. The committee members included faculty, staff, administrators, students, parents, school board members, and community members.

Background

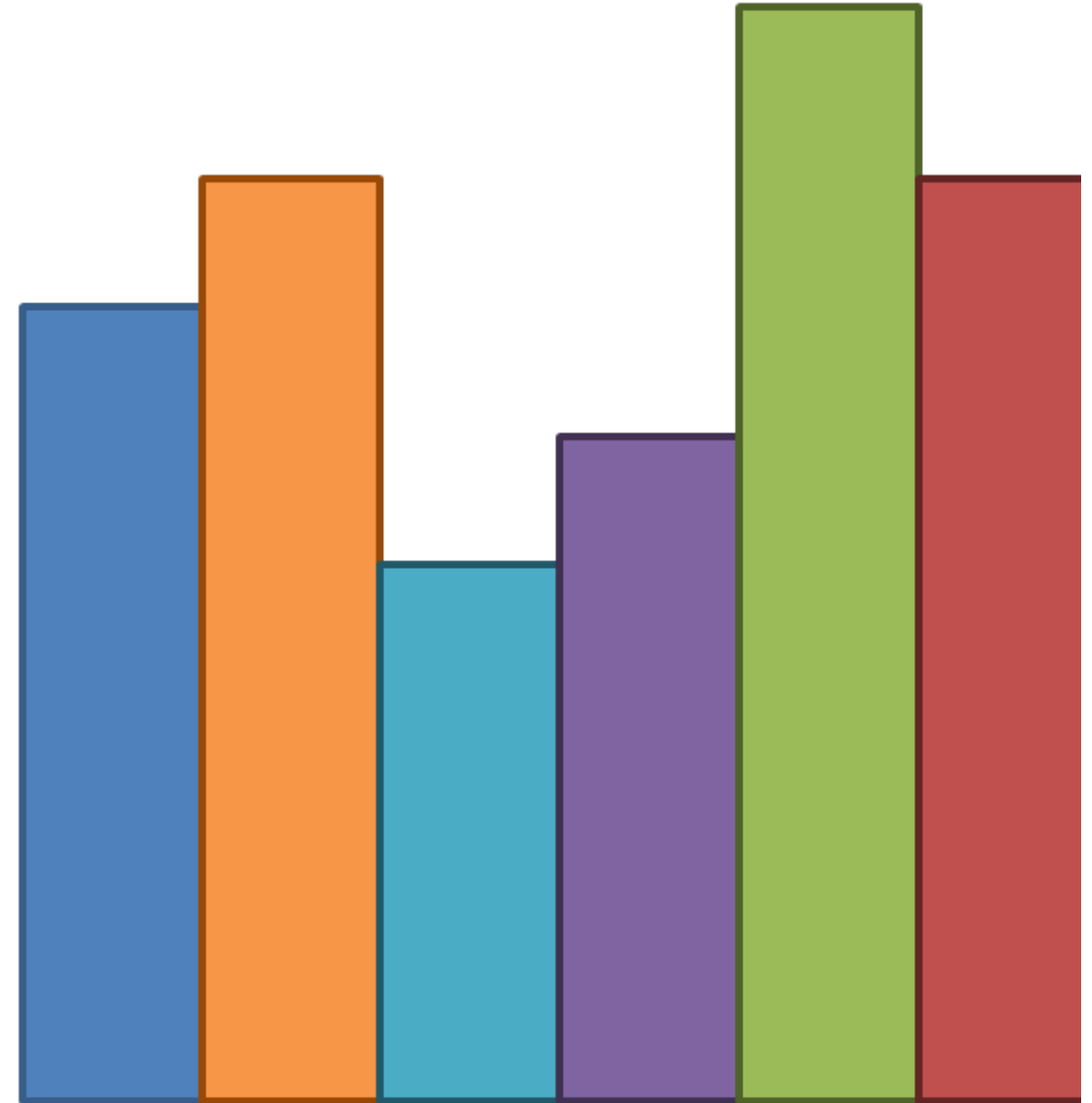
In the spring of 2019, the Board approved an external facilitator to assist the District Strategic Planning Committee with the development of a successor plan. Next, the District gathered feedback from all stakeholders through surveys, interviews and community forum sessions in the fall of 2019. Over 2,000 stakeholders completed the survey, including students, parents, faculty and staff, and community members. Approximately 100 more stakeholders were able to participate in community forum sessions. The input from the community was an integral part of the process and provided valuable insight as the Committee began its work.

Timeline of Plan Development



What Stands Out?

- Take a few minutes to read through the Strategic Plan
- With your table group members, discuss and select the 10 most important words in the plan
- Write each of those 10 words on a separate sticky note
- Post your sticky notes on the wall
- If you see your word already posted on the wall, post your sticky note above that note so that we build columns and form a bar graph . . .



What Do you Notice?

In your table groups, consider the questions below in relation to what has been posted on the wall . . .

- Do you see a pattern?
- What is significant about the words that were chosen?
- What connections do you see?
- What does the selection of words suggest to you?



Where Do We Go?

In your table groups, discuss the following . . .

- What do you find yourself resonating the most with?
- From all that we have talked about, what is the most important concept you see?
- What are some questions you have?
- If you had to pick just one topic to continue talking about, what would it be?



TREDYFFRIN/EASTTOWN SCHOOL DISTRICT

STRATEGIC PLAN 2022

Mission

To empower students to pursue their individual and collective potential as global citizens by creating a safe and equitable community that fosters well-being, integrity, social responsibility and a passion for learning.

Change - We will engage in a process of inquiry by capturing, exchanging, and memorializing lessons evolving from COVID-19 and harness the opportunities for continued growth and development of students, staff and community.

- To gather and organize information about the impacts and lessons learned from the COVID-19 pandemic for TESD and its community stakeholders.
- To create a framework for application of lessons learned from COVID-19 for future growth and innovation in teaching and learning.
- To develop a culture of pioneering that enhances TESD's capacity to anticipate evolutionary or disruptive changes so that TESD is better able to take advantage of opportunities and minimize negative impacts.

Curriculum - We will create an inclusive learning culture that promotes academic and social emotional skills while valuing multiple pathways to student success.

- To promote a growth-focused instructional model that engages every student.
- To create a learning environment that exposes students to multiple pathways and encourages them to explore their individual interests and goals.
- To support students to develop academic skills that express growth in effective learning, study habits and critical thinking promoted by connections across the curriculum while maintaining a healthy balance of interests and rigor.
- To develop a capacity for growth by cultivating self-awareness, resilience and empathy.

Engagement - We will pursue effective and authentic engagement to maximize communications and connections with stakeholders within the community and beyond to develop partnerships that support and advance our District mission.

- To expand opportunities for stakeholder engagement.
- To improve clarity around opportunities for clear and concise two-way communication between stakeholders and the School Board.

Equity - We will foster an atmosphere where all voices are heard, respected and valued by critically evaluating systems, policies and practices through a lens of equity, examining our decisions for both impact on and opportunity for our community including all students, faculty, staff and families.

- To continuously foster harmony and build a safe community where all members belong by cultivating and celebrating our individuality and respecting each other and our differences.
- To provide opportunities for stakeholders, including marginalized communities, to actively work together to identify and eliminate barriers in order to increase equity and belonging so that all students are encouraged and empowered to participate in experiences that are related to their personal and academic interests and passions.
- To ensure that school district information is easily accessible and transparent to all members of our community and communication by the school district is shared in an equitable manner so that all members of the community are given agency to be successful.

Faculty Support - We will empower, support and nurture faculty and staff as valued individuals, collaborative innovators and essential catalysts for propelling the District forward.

- To provide opportunities for focused professional development that forwards the mission through broadened, intentionally-driven collaboration both vertically and horizontally across levels and disciplines.
- To ensure a supportive environment for faculty and staff that values work-life-balance, stress management and encourages teachers to demonstrate professional artistry in the classroom.
- To enhance outreach initiatives and build internal capacity to diversify staff.

Mental Health & Well-being - We will proactively work in partnership with families to prioritize mental health and social-emotional well-being as fundamental to learning and teaching.

- To improve communication and collaboration with all stakeholders by working proactively in partnership with students, families and staff to educate them about well-being, stressors and systemic pressures, and mental health resources.
- To create an integrated and aligned mental health and well-being curriculum for grades K-12 in an effort to continue to build a positive District-wide and school-wide climate and community.
- To enhance professional development for staff as it relates to supporting students' mental health and well-being as well as their own mental health and well-being.

Safety - We will vigilantly ensure all students, families, staff and members of the community are safe in our schools, feel a sense of belonging and are informed as active partners in safeguarding psychological and physical safety.

- To communicate around psychological and physical safety in a timely, transparent, trusted, reciprocal and inclusive manner.
- To enable all members of the T/E community to feel welcome and comfortable in expressing themselves while in our schools.
- To strive to create an environment of empathy that leverages the connections between students, teachers, counselors, families and community members.

Sustainability - We will plan for and provide infrastructure and sustainable resources to accommodate the District's evolving needs.

- To develop a robust process to pursue various avenues and consider innovative solutions to accommodate the growth of our student body.
- To ensure that the space we provide meets the evolving teaching, learning and community needs in order to advance our tradition of excellence.
- To explore opportunities for green schools and District programs that provide access to educational resources, funding and public-private partnerships.
- To implement innovative funding models to support our facilities and green initiatives plan.