

Parent Forum on K-5 Program Changes

February 2, 2012

**ST. HELENA ELEMENTARY
SCHOOL**



PRESENTATION AGENDA

1. Welcome and Introductions
2. Goals of Program Reconfiguration
3. Evaluation Process
4. Update on the Implementation of New Program
5. Parent Questions and Concerns
 - a) Previously submitted
6. Small Group Breakout Sessions (20 Minutes)
 - b) Strengths/Challenges/Recommendations
7. Group Sharing (20 Minutes)
8. Questions and Answers



WHY DID WE CHANGE?

- Program Improvement Status Requirement
- Student Achievement Data
- Lack of Diversity Across Programs
- Improved Student Achievement through an Enhanced Schedule and Teaching Configuration



PROGRAM OBJECTIVES

- Combination of the “best components” of the three programs.
 - Mastery of Grade Level State Standards
 - Strong Project-Based Component
 - Goal of Students being Bilingual/Bi-literate by the end of 12th Grade
 - Peer -Assisted Learning
 - Quality English Language Development Program
 - Increased Diversity across all Settings
- Developed to increase flexibility to meet individual student needs (High/Medium/Low).



PROGRAM COMPONENTS

- New English language arts curriculum aligned with California State Standards and California Common Core Standards
- Second language programming using new Spanish and English language development materials
- Benchmark assessments to measure student mastery of essential State standards
- Team configuration to support student success through long-term connection with teachers
- Academy/flex time to provide opportunities for students to participate in re-teaching, practice and enrichment activities



EVALUATION COMMITTEE

TEACHERS	COMMUNITY MEMBERS	SCHOOL BOARD AND ADMINISTRATION
Angie Bond	Deborah Russell Broman	Cindy Smith
Ashley Wright	Kelly Pitts	Kevin Alfaro
Carol Shirmang	Calixto Flores	Cindy Toews
Colleen McKenna		Sherri Kelly
Nichole Landis		Henry Morita
Paula Schweiger		



EVALUATION MATRIX

TARGETS OF IMPACT	WHAT DOES THIS IMPACT LOOK LIKE?	HOW COULD THIS BE ASSESSED?	WHO COULD HELP TO COLLECT?
A. Mastery of Grade Level Standards	<ul style="list-style-type: none"> ✓ Score at or above proficient on the STAR assessments ✓ Students can demonstrate skills and standards mastery on multiple measures 	<ul style="list-style-type: none"> ➤ CSTs ➤ Benchmark Assessments ➤ Teacher Assessment ➤ Report Cards/Grading 	<ul style="list-style-type: none"> ✦ State of California ✦ School Site Administration ✦ Teachers
B. Increased Diversity Across All Classrooms	<ul style="list-style-type: none"> ✓ Diversity in classrooms across multiple variables including: Socioeconomics Status, Gender, Age, ELL (CELDT Level), Special Ed, Parent Volunteers, Ethnic Composition 	<ul style="list-style-type: none"> ➤ Demographic Information ➤ Teacher information regarding parent volunteers 	<ul style="list-style-type: none"> ✦ Aeries
C. Bilingual/Bi-Literate by 12th Grade <ul style="list-style-type: none"> • Quality English /Spanish Language Development 	<ul style="list-style-type: none"> ✓ Definition of bilingual/bi-literate ✓ Students would use Spanish outside (Spanish in a project-based experience) ✓ Spanish classrooms ✓ Multiple cultures are promoted ✓ There is a Scope & Sequence K-12 ✓ Both languages would be used for assemblies; multicultural events; morning message; music program, etc. ✓ Students making steady progress on language development levels 	<ul style="list-style-type: none"> ➤ Scope & Sequence published; ➤ Observation of Spanish use; ➤ Viva mid-year and end of year assessment; work samples; portfolio of activities or assignments; number of different level class (beginning - advanced) ➤ CELDT ➤ Treasures' Unit Assessments ➤ SOLOM ➤ Class placement progress 	<ul style="list-style-type: none"> ✦ Teachers ✦ Administration ✦ Parent Volunteer ✦ Log of events ✦ RLS Teachers ✦ Administration ✦ CDE ✦ Teachers
D. Strong Project-Based Component	<ul style="list-style-type: none"> ✓ Students develop a deep understanding of a given subject area, supported by their own research 	<ul style="list-style-type: none"> ➤ Performance based presentations for community teachers and peers 	<ul style="list-style-type: none"> ✦ Volunteers, Teachers, Parents
E. Cross-Age, Peer-Assisted Learning	<ul style="list-style-type: none"> ✓ Students working together to strengthen learning across grade levels ✓ Mentoring amongst students ✓ Increased leadership abilities amongst students ✓ Stronger sense community across the sites 		
F. Parent Involvement	<ul style="list-style-type: none"> ✓ Parents would complete PIQUE ✓ Parent Volunteers in every classroom ✓ Multiple parents attend and/or run for office in ELAC/DELAC/PTG 	<ul style="list-style-type: none"> ➤ PIQUE ➤ Parent Volunteer Sign-in Sheets ➤ Parent Night Sign-in Sheets ➤ Meeting Minutes ➤ District Survey 	<ul style="list-style-type: none"> ✦ Office Staff ✦ Site Administration ✦ Teachers ✦ District Administration
G. Curiosity and joy of learning	<ul style="list-style-type: none"> ✓ Student who participates and extends learning ✓ Student engagement 	<ul style="list-style-type: none"> ✓ Student-led conference ✓ Feedback from parents ✓ Feedback from students ✓ Teacher observations ✓ Attendance 	<ul style="list-style-type: none"> ✦ Volunteers ✦ Teachers ✦ Parents
I. Differentiated Instruction	<ul style="list-style-type: none"> ✓ The needs of all levels of learners would be met ✓ There would be directed small group activities in the classrooms 		



ASSESSMENT

- What assessments are being used?
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Benchmarks
 - California English Language Development Test (CELDT)
 - Embedded Viva Espanol Assessments
- How are assessments being used to guide instruction?
- When will the assessment results be shared with parents?



CURRICULUM

- What is the curriculum and curriculum focus?
 - Adopted Curriculum
 - Treasures for English Language Arts
 - Everyday Math
 - Team 2 is piloting Saxon Math
 - Foss Science
 - Scott Forsman Social Studies
 - Also Embedded in Treasures
- **Year-long Plan**



BURNING QUESTIONS.....

- Will each site have a principal next year?
- Please elaborate on the success and shortcomings of the curriculum changes that are specific to the transition away from the 3-optioned system to the unified system from both the parent and teacher perspective.
- Please expand on differentiation and the grouping of students by skill level to enhance learning. How are you meeting the need of all learners?
- Are the students who were in the Dual Immersion program receiving rigorous Spanish instruction (verbal and written)?



BURNING QUESTIONS.....

- Are academies going away? Why or why not?
- If this year is viewed as one of transition, where are we in the transitional process? Are all the classrooms at the same point or are there significant differences among classes or grades?
- The multi-age aspect does not seem to be a strong component of the new program despite being strongly stressed in the change. When will this take place?
- What is the plan for project-based learning?
 - When will instruction be integrated across core subjects to make them more interesting, engaging, resonant?



BURNING QUESTIONS.....

- ⦿ EQUITY
 - Are students getting the same opportunities?
- ⦿ How does the fiscal outlook appear for 2012-13? Do we expect to see additional staff cutbacks as a result of funding limits?



WHAT ABOUT “BEING THERE” EXPERIENCES?

◎ Study Trips (August to December):

- Age of Sail – Grade 5
- Outdoor Education - Grade 5
- Sacramento, State Capital – Grade 4
- Cabot Space Center – Grade 3
- Caldwell Snyder Art Gallery – Becker, Grade 3
- Climate and Weather, SF – Hemsley Grade 5
- Famers Market – teams 1,2,3,4

◎ Assemblies and guest speakers:

- Pig heart dissection – Grade 5
- Heritage Hula Assembly – Whole School
- Veteran’s Day Assembly

WHAT ABOUT “BEING THERE” EXPERIENCES?

◎ Study Trips Planned for Spring:

- California Academy of Sciences, – Grade 3
- Wells Fargo Center, Theater Arts – Grade 3
- Gold Rush Overnight Trip – Grade 4
- Chinatown – Grade 4

◎ Assemblies and guest speakers:

- Drama Artist in Residence – Whole School Play “California or Bust”
- Volts and Jolts Electricity Assembly – Grade 4
- Wildlife Association, Spirit of the Rain forest – Whole School
- Visual Arts Artist in Residence
- Dance/Movement-Zumba

WHAT CAN WE EXPECT NEXT YEAR?

- A year-long plan with identified “Being There” experiences to expand learning.
- Continued refinement of program components.
- Increased emphasis on the mastery of essential standards.
- Continued work with consultants to refine our instructional practices and programs, an increased focus on mathematics, differentiation and transitioning to the “Common Core Standards”.
- Changes in your child’s schedule.



What can we do to help?



PLUS/DELTA/SUGGESTIONS



QUESTIONS AND ANSWERS



FUTURE PARENT FORUMS

- FEBRUARY 7TH at SHPS 6:30-7:30 PM
- FEBRUARY 8TH at Stonebridge 5:30-6:30 PM