K-4/5-8 Committee Update

Dr. Alexis McGloin, Assistant Superintendent
Dr. Jennifer Gaudiosso, Director of Elementary Education

ISC Meeting
March 9, 2021
### CURRICULUM

**LEARNING BEYOND SCHOOL**
Emerging technology and more flexible, fluid schedules will enable student learning experiences to extend beyond the “traditional” classroom and facilitate deeper curricular explorations, individualized learning and teacher creativity.

**INQUIRY-DRIVEN EDUCATION**
Inquiry will be embedded across the curriculum to facilitate greater student engagement and comprehension.

**CONNECTED CURRICULUM**
The integration of literacy, science, technology, engineering, art and math in all content areas will yield a more connected, relevant curriculum.

**CULTURAL PROFICIENCY**
Culturally-proficient teaching and learning practices will help ensure that the diversity of our students is reflected in the curriculum, informs instruction, strengthens educational outcomes and supports the elimination of achievement gaps.

**LOCAL IMPACT, GLOBAL PRESENCE**
Service learning opportunities will be expanded K-12, culminating in senior year experiences. All students will have the opportunity to engage with students from other countries and cultures through virtual formats, travel, and exchange programs.

### LEARNING

**LEARNING BY DOING**
Professional learning opportunities will be embedded during the school day, allowing for more peer-to-peer observation, exploration and collaboration.

**REVISED LEARNING CALENDAR**
The professional learning calendar will be revised and streamlined to focus on key areas of emphasis in support of the strategic plan.

**LEADERSHIP EXCELLENCE**
The capacity of educator-leaders will be expanded through dedicated leadership development programs, mentorship and training.

**COLLABORATIVE LEARNING**
Professional Learning Communities (PLCs) will enable professionals to collaborate, extend their knowledge and refine their practice.

### SCHOOLS

**GROWTH MINDSET**
Students will engage in learning experiences at all levels that reinforce and stimulate confidence in their capacity for growth.

**PERSONAL EXPLORATION**
Students will have greater individual opportunities to pursue areas of interest within the structured framework of a given lesson or subject and through expanded enrichment opportunities.

**STUDENT GOAL-SETTING**
Protocols will be developed for student goal-setting and self-reflection so that each student has a greater understanding of his or her individual progress and development.

**STUDENT VOICE**
Opportunities for students to provide direct feedback and share their voices will be expanded across the District and in classrooms.

### SPIRIT OF COMMUNITY

**STRATEGIC PARTNERSHIPS**
Students and staff will benefit from expanded partnerships with businesses, community organizations, higher education and alumni that enrich the educational experience and stimulate innovation.

**ALUMNI ENGAGEMENT**
The District will launch a strategic alumni engagement and development program to maintain and maximize life-long connections to LMSD schools and strengthen District resources.

**COMMUNITY CONNECTION**
Enhanced communications and opportunities for community feedback will strengthen community trust and support for school programs and practices.

**LEVERAGING THE BRAND**
The District will leverage its expertise and reputation for excellence to create innovative, revenue-generating programs for audiences beyond the school community.

### REDEFINING SUCCESS

**MEANINGFUL GROWTH METRICS**
Expanded metrics for development will include social, emotional and physical wellness, creativity, critical thinking, engagement and innovation.

**EXPANDED REPORTING STRATEGIES**
Reporting procedures will be expanded and individualized to provide a more comprehensive, nuanced view of student performance.

**BALANCED ASSESSMENTS**
A variety of assessment practices will provide deeper, more holistic indicators of growth.

**RELEVANT REQUIREMENTS**
Graduation requirements will reflect a variety of relevant courses and experiences and promote meaningful student learning.
## Transition Milestones

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Expected Date of Completion</th>
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<tbody>
<tr>
<td>Act 34 Hearing</td>
<td>18-Feb-20</td>
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<tr>
<td>Bid Package for School Issued</td>
<td>15-Apr-20</td>
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<tr>
<td>Award Bid for School</td>
<td>8-Jun-20</td>
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<tr>
<td>Student 5-8 Transition Plan Confirmed</td>
<td>30-June-21</td>
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<tr>
<td>5-8 Curriculum Program Design</td>
<td>30-Sept-21</td>
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<tr>
<td>K-4 Curriculum Program Design</td>
<td>30-Sept-21</td>
</tr>
<tr>
<td>New School Principal Hired</td>
<td>30-Nov-21</td>
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<tr>
<td>New School Principal Begins in Official Capacity</td>
<td>2-Jan-22</td>
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<tr>
<td>Internal Staff for New School Completed</td>
<td>1-March-22</td>
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<tr>
<td>5-8 Extra-Curricular Activities Program Design</td>
<td>31-Dec-21</td>
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<tr>
<td>External Staffing for New School &amp; Existing Schools Completed</td>
<td>31-Aug-22</td>
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<tr>
<td>Certificate of Occupancy for New School</td>
<td>15-Jul-22</td>
</tr>
<tr>
<td>Principal &amp; Main Office Move In</td>
<td>1-Aug-22</td>
</tr>
<tr>
<td>Operations Staff Moves Furniture &amp; Bulk Supplies</td>
<td>12-Aug-22</td>
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<tr>
<td>All Other Staff Move In</td>
<td>15-Aug-22</td>
</tr>
<tr>
<td>First Day of School</td>
<td>6-Sept-22</td>
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</table>
**Possible Transition Models**

**SCENARIO 1**
ALL 5TH GRADES TO MIDDLE SCHOOL IN 2022-23; PWES & GLES RISING 5<sup>TH</sup> & 6<sup>TH</sup> GRADERS TO NEW SCHOOL

**SCENARIO 2**
ONLY PWES/GLES 5TH GRADE TO (NEW SCHOOL) MIDDLE SCHOOL IN 2022-23; RISING GLES/PWES 6<sup>TH</sup> GRADE STUDENTS TO NEW SCHOOL IN 2022-2023

**SCENARIO 3**
ALL 5<sup>TH</sup> GRADES TO MIDDLE SCHOOLS IN 2022-23; PWES & GLES RISING 5<sup>TH</sup> & 6<sup>TH</sup> GRADERS TO NEW SCHOOL; FORMER PWES & GLES STUDENTS NOW RISING 6<sup>TH</sup> & 7<sup>TH</sup> GRADES TO NEW SCHOOL

**SCENARIO 4**
ALL 5<sup>TH</sup> GRADES TO MIDDLE SCHOOL IN 2022-23; PWES & GLES STUDENTS NEW RISING 5<sup>TH</sup> & 6<sup>TH</sup> GRADES TO NEW SCHOOL; FORMER PWES/GLES STUDENTS NOW RISING 7<sup>TH</sup> & 8<sup>TH</sup> GRADERS TO NEW SCHOOL
K-4 Team Overview

Ultimate Goal:
To create a recommendation for K-4 programming that positions us to advance the strategic plan, aligns with the work of the 5-8 Committee, and prepares students for a changing future.

Essential Question:
• How can we reimagine our K-4 program?
• What could the K-4 experience be for our students?
K-4 Committee Core Work

- Develop urgency for *possibility* and *potential*

- Engage in “Reimagination:” Create a shared vision for the future of K-4 learning

- Advance the Strategic Plan

- Make strong evidence-based decisions that may include reading, researching, and visiting other schools

- Support equity and opportunities to find and address barriers to equity
K-4 Committee Membership

- Roughly 36 members
- Balance between schools and areas of expertise
- Teachers, specialists, administrators
- Elementary curriculum supervisors
- Elementary building principals
- Core content, student services, special education, and special area staff
- Parents to begin in March
Focused First Steps:

Development of a vision of possibility and potential for future K-4 students:

- To lead to a vision and mission statement unique to LM K-4 education
- To guide the work of the committee as a whole
- To drive identification of subcommittees
Composite Portrait:
Future ‘Graduate’ of Grade 4

What experiences – in school and out – have students had?

What have students learned – in school and out?

What expectations do students have – for themselves and for their learning?

What goals, ambitions, and dreams do students cherish?
## Vision & Mission:
### Working Word/Idea Bank

<table>
<thead>
<tr>
<th>Building Relationships</th>
<th>Application in real world</th>
<th>Ownership</th>
<th>Empathy and Understanding of other’s perspectives</th>
<th>Diverse perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Acceptance of Others</td>
<td>Nurturing curiosity and passion</td>
<td>Accountability</td>
<td>Respect</td>
<td>Sense of community</td>
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<tr>
<td>Inclusion of Others</td>
<td>Innovators</td>
<td>Perseverance</td>
<td>Empathy</td>
<td>failing/taking risks</td>
</tr>
<tr>
<td>Being a good friend/developing true friendships</td>
<td>Find Voice/Social Justice</td>
<td>21st Century Skills - 4Cs</td>
<td>Flexible</td>
<td>(Growth Mindset)</td>
</tr>
<tr>
<td>Working well with others</td>
<td>Awareness and Curiosity of the World Around them</td>
<td>Problem Solver</td>
<td>Communication Skills</td>
<td>Independent</td>
</tr>
<tr>
<td>Authentic relationships</td>
<td>How to Play Thinking Flexibly</td>
<td>Growth Mindset</td>
<td>Skills</td>
<td>Learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Habits of Mind</td>
<td>Able to see other points of view</td>
<td>Ownership of their own learning x</td>
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<tr>
<td></td>
<td></td>
<td>Persistence</td>
<td>Authentic Learning</td>
<td>Authentic Learning</td>
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<tr>
<td></td>
<td></td>
<td>Confidence</td>
<td>Why</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Play/creativity</td>
<td></td>
<td>Healthy sense of belonging to a community both in and out of school</td>
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Vision Draft
(Why?)
LMSD K-4 Education creates opportunities for engaging students in cohesive learning communities, creative collaborations, and innovative real-world, critical thinking that support all students in persevering in a changing world to reach their full potential as both independent and social learners who value themselves and the diversity of others.

Mission Draft
(What & How)
The mission of LMSD K-4 Education is to design the most impactful and authentic learning experiences to advance student growth, ownership, wonder, and [develop/cultivate] positive dispositions that enrich personal, social, academic, and global connections that build belonging.
Initial K-4 Subcommittees

1) Reimagined Schedule/Design
2) Transformative Curriculum & Instruction
3) SEL, Growth & Development
4) Intervention, Access & Equity
5) School Culture
Middle School: 5–8 Committee
Essential Questions

How can we reimagine our 5-8 program?

What could the 5 – 8 experience be for our students?
5-8 Committee Membership

• 49 members
• Balance between schools and areas of expertise
• Teachers, specialists, administrators, parents
• Elementary, middle, and high school building administrators
• Elementary and secondary curriculum and special education supervisors
• Core content, student services, special education, and special area staff
Mission and Vision Work

Important First Step: Establishing the mission and vision

- The mission provides a clear and effective guide
- The vision ensures that all decisions made are properly aligned with what we hope to achieve for our 5-8 schools

Serve as the North Star for decision making
The 5-8 Mission

We dedicate ourselves to building relationships, cultivating curiosity, and developing intellectual independence. Knowing our middle school experiences are more than a stepping stone to high school, we inspire and empower students to positively impact their communities, affirming the continued growth of adolescent identities.
The 5-8 Vision

Students are our reason for being. They are empowered when their hearts, minds, and spirits are engaged. Students, educators, and families build relationships that support learning and foster inclusivity and belonging. Diversity is celebrated and valued. Educators embrace the responsibility to honor and support who our students are emotionally, socially, and intellectually. Learning is our collective responsibility. Through collaboration and reflective thinking, students continue developing a sense of self, a respect for others, and an understanding of how their gifts and talents can positively impact the world.
Possible Subcommittees

Key: School Culture

Clubs and Extracurricular Activities – ALL students participating is key

Advisory/Homeroom structure and use – make similar to a club and/or use for community building and relationship building?

Teaming - Should this include interdisciplinary (came up multiple times)

Schedule - Grouped/investigate block overall and ELA block for younger grades?

DEI - affinity groups, diverse representation in the library and classrooms, assemblies, unified arts offering??

Grading and report cards - include portfolio and emphasis on learning and not just grades, students showcase their learning

Intervention, Enrichment, and Well-Being

Instructional Technology - hardware and software

School Culture: Family and student events

Unified Arts - what remains/what changes/any additions?

LEARN/WIN time---how does it function? Lunch and Learn type of offering?

Looping pods/houses or structure of grade levels
5-8 Subcommittees

- **School Culture: Events, clubs, extracurricular activities**
  
  What diversity, equity, and inclusion considerations should our subcommittee remain cognizant of as we move forward?

- **Student Intervention, Enrichment, and Well-Being: Advisory, Homeroom, LEARN/WIN**
  
  What diversity, equity, and inclusion considerations should our subcommittee remain cognizant of as we move forward?
5-8 Subcommittees

- **Teaming: Scheduling models, Interdisciplinary, looping pods, houses**
  
  What diversity, equity, and inclusion considerations should our subcommittee remain cognizant of as we move forward?

- **Unified Arts: Additions, Deletions, Modifications, Exploratory v. Specialized**

  What diversity, equity, and inclusion considerations should our subcommittee remain cognizant of as we move forward?
5-8 Subcommittees

- **DEI: Dual Function Committee that serves to be the DEI common voice for each committee and look for threads across all subcommittees.**
  
  The committee both synthesizes and analyzes the work.

- **Grading and Reporting: Emphasis on learning and not just grading, e.g. portfolios, student showcase of learning, narratives including Habits of Mind, etc.**

  What diversity, equity, and inclusion considerations should our subcommittee remain cognizant of as we move forward?
# 5-8 Subcommittee Work

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<thead>
<tr>
<th>Subcommittee</th>
<th>Summary/Comments</th>
<th>Questions/Needs</th>
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| Grading and Reporting | 2/19- The report cards and how we formally report on progress. ES-standards base, MS- reporting on progress  
Secondary level appreciates the Habits of Mind focus, but hard to replicate at the secondary level.  
Grade vs. Reporting of Progress | **Grading** is a compilation of classwork, homework, assessments. Wonder about equity because of support at home. If don’t have support then this impacts their grade. Andi eliminated homework from the grading and focused on what the student accomplishes in school.  
How are grades broken down?  
Portfolio- Is evidence of the student work. (This is more equitable)  
Creating a rich experience for all kids. The work of teaming is critical. Teaming has an influence in laying the foundation.  
Teaming sets the standard for equity and school culture. |
| School Culture        | 1/22- Discussed current school culture elementary model and its strengths and weaknesses  
2/5- Defined school culture, culture within each individual school and who/what contributes to school culture in our respective buildings  
2/19- Discuss and answered “10 Guiding questions”; shared reflection and thoughts on NSCC Article | 1/22- Find beliefs and practices document to utilize information already given by 5-8 committee members  
2/5- Look over National School Climate Center website  
2/19- We are requesting access to the Student Success Survey results; Utilize Student Council as focus group for questions related to school culture; How do we shift service learning structures to not only be about giving back but also include social justice; where does school culture align with curriculum |
## 5-8 Subcommittee Work

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| Enrichment, Intervention, and Well-Being | 2/19- Team is researching resources. Interest in building a period a day for intervention and enrichment. Making considerations and researching to include options for student well-being (similar to Elementary PA time). Purposeful and targeted. Andi reminded team to be mindful of **equity**. | 2/19- Looking for different models of enrichment/intervention. Thinking of the rest of the class.  
**Requested access to EAB resources for best practices in advisory and an intervention/enrichment period.**  
Connecting with challenge success and some local schools about their structures for I/E and advisory. |
| Teaming                      | 2/19 Teaming and impact on DEI and school culture                                                                                                                                                                   | Teaming reviewed the current models in 5-8. Thinking of separating 5-6 and 7-8 when thinking of future teaming. Looking to get information about other 5-8 schools. Survey created for staff. |
| Unified Arts                 | 2/19-  
*The team created a Unified Arts Mission Statement  
*Polled UA staff via Google Survey  
*Began a list of **non-negotiables and** understandings related to UA that we want all students to have when they leave middle school  
*The team is currently exploring programs in other districts that are following a 5-8 model or have a different way of delivering UA. | How will UA be incorporated into the schedules?  
In what ways can we create courses with some cross curricular connections?  
Looking for other districts to learn more about their UA programs. |
New Middle School Work

- Furniture Committee
  - Three committee meetings
    - Common Areas
    - Special Areas
    - Learning Pods
    - Dining Area
  - Showroom Visit

- Naming Committee

- Construction Progress Photos
Progress Photos- February 2021

LMSD - Middle School Project: Schedule Sequence Plans

Exterior Skin Plan

- Exterior Skin Sequence A to B to C to D by numbered Elevation (Elevations will proceed in sequential order)
Progress Photos - February 2021

Above: Footing Following Concrete Pour in Area C

Left: Footing Prepared for Concrete Pour in Area C
Progress Photos - February 2021

Above: Foundation Retaining Walls and Piers in Area D

Right: Pumping Concrete to Foundation Installation in Area D
Progress Photos- February 2021

Above Left: Setting Steel in Area A

Above Right: Foundation Work in Areas C/D
Progress Photos- February 2021

Left: Drone Photo Provided by Resident of the site, mid-January 2021