Strategic Plan Focus Explorations

Transformative Curriculum

Leslie Pratt, Pathway Leader

Focus Exploration

Digital Portfolios

Residencies

Grading Practices & K-12 Grading Philosophy

Restorative Practices

Student-Driven Schools

Sarah Stout, Pathway Leader

Learning

Brian Cote, Pathway Leader

Focus Exploration

Challenge Success

Homework

Focus Exploration

Habits of Mind

Sleep and School Start Time
Redefining Success
From All Forward (2014): “we will transform how we define, measure, and report student achievement with a focus on each student's individualized growth and mastery in areas that extend beyond traditional academic indicators.”

Report Card Exploration
Objective: We will transform the way we define, measure, and report holistic student progress.
What is the purpose of grades?

We believe that the purpose of grading is to communicate student achievement and progress on student learning; that grades should not be about what students earn, but rather what they learn. Grades are not a mechanism to sort, rank, or separate students, nor are they intended to measure behavior or compliance. The grading system is designed to report, not to serve as a system to motivate students. Grades are communication not compensation.
The revised Report Cards:

Align with our District purpose for grading.
Improve alignment with PA Core standards and LMSD curriculum.
Broaden our reporting on values reflected in the strategic plan including fostering a growth mindset, innovation, the Habits of Mind, and our Transformative Goals.
Reformatted for readability and meaningful for families and educators.
Begin with meaningful narrative that values growth and student dispositions.
Tell a story about the student as a learner.
Report Card Timeline & Background

2016-2017:
- Committee met to plan Grade 4 pilot of new report card.

2017-2018:
- Grade 4 piloted new report card while also doing former report card, staff and parents were surveyed, adjustments were made, Grade 4 report card was adopted; Grade 3 and 5 report card was developed in a similar model as Grade 4.

2018-2019:
- Grades 3-5 implemented new report card; Grades K-2 report card developed.

2019-2020:
- Grades K-2 implemented new report card, completing K-5, elementary report card revision.
Rooted in the LMSD Transformative Goals...

Within and beyond the school walls, learners independently seek to...

Explore and Navigate through processes (e.g., diverse sources and developing personal perspectives to design thinking, creative interests, inquiries, reaching discerning problem solving, and passions) to understandings, develop solutions, and to understand the role of failure in learning.

Craft communication through choice of Advocate for self-mode(s) of expression, strategic drawing on evidence, and compassion and contemporary command of courage to speak up global and local language to reach for what's right and issues by pursuing intended just. questions or lines of thinking.

Set learning goal(s) Share stories, ideas, Make informed that are pursued and points of view choices that are evaluated until while engaging support social, the goal(s) are others to think emotional and realized or new interdependently personal health ideas emerge. and act collectively. and well-being. STRATEGIC PATHWAYS FOR LOWER MERION SCHOOL DISTRICT 7
and the Habits of Mind

**Persisting**
I keep trying.

**Thinking About Your Thinking**
I'm aware of what I'm thinking.

**Managing Impulsivity**
I think before I act.

**Striving for Accuracy**
I try many ways to check my work.

**Listening with Understanding and Empathy**
I listen carefully to understand what someone is saying and feeling.

**Questioning and Problem Posing**
I ask thoughtful questions.

**Thinking Flexibly**
Sometimes I try a different way.

**Applying Past Knowledge to New Situations**
I use what I have learned in new situations.
... and the Habits of Mind

Thinking and Communicating with Clarity and Precision

I choose my words carefully.

Taking Responsible Risks

I take safe risks.

Gathering Data through All Senses

I pay attention to the world around me.

Finding Humor

I try to laugh every day.

Creating, Imagining and Innovating

I like to use my imagination.

Thinking Interdependently

I work well with others.

Remaining Open to Continuous Learning

I love to learn.

Responding with Wonderment and Awe

I search for something amazing in everything I see.
**PURPOSE STATEMENT**

The purpose of this report card is to communicate with parents and students about each student's individualized growth and mastery with regard to specific learning standards and areas that extend beyond traditional academic indicators.

**TRANSFORMATIVE GOALS**

Within and beyond the school walls, learners independently seek to:

<table>
<thead>
<tr>
<th>Personal</th>
<th>Cultural</th>
<th>Global</th>
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<tbody>
<tr>
<td>Explore and develop personal interests, inquiries, and passions.</td>
<td>Navigate diverse sources and perspectives to reach discerning and thoughtful understandings.</td>
<td>Use processes (e.g., design thinking, creative problem solving, and systems thinking) to develop solutions and understand that failure is an integral part of the learning process.</td>
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<tr>
<td>Craft communication through choices informed by audience and purpose, strategic uses of evidence, and command of language.</td>
<td>Advocate for self and others by drawing on compassion and courage to speak up for what is right and just.</td>
<td>Investigate challenging contemporary global and local issues by pursuing questions or lines of thinking.</td>
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<td>Set learning goal(s) that are pursued and evaluated until the goal(s) are realized or new ideas emerge.</td>
<td>Share stories, ideas, and points of view while engaging others to think interdependently and act collectively.</td>
<td>Make informed choices that support the physical, social, and emotional health and well-being of self, community, and society.</td>
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**Teacher Narrative:**

**Trimester 1**

Teacher narrative would include observations in relation to the Characteristics of a Successful Learner and the Transformative Goals, including:

**Personal:** Active listening, setting and pursuing goals, seeking out challenges, viewing mistakes and/or failure as a learning opportunity, striving for improvement, creativity, and originality.

**Cultural:** Empathy, thinking interdependently, respecting differing perspectives, interacting across school settings.

**Global:** Curiosity, problem solving, persisting in the face of mistakes and/or failure, applying past knowledge to future situations.
XXX is an attentive and hard-working student, who comes to school eager to learn every day. She is excited about exploring material on her own, and consistently seeks challenges to extend her education. I look forward to seeing how XXX explores and develops her personal interests, inquiries and passions during our upcoming STEM activities. XXX is persistent and thinks flexibly through a variety of subject areas. During the introduction and setup of our eco-columns, she was able to think flexibly while working with her science group, despite a variety of ideas and personalities. In addition, she shows this flexible thinking and empathetic listening each day during morning meeting. XXX treats her classmates with respect and kindness. These lifelong skills will assist her as she progresses through her personal and academic development. I am eager to see XXX’s persistence develop as she continues to work towards exhibiting resilience during challenging tasks, even when she feels stuck. I am pleased with XXX’s transition into fourth grade, and progress thus far.
XXX is an attentive and hard-working student who comes to school eager to learn every day. She is excited about exploring new material on her own, and consistently seeks challenges to stretch her thinking and develop her inquiry skills. I look forward to seeing how XXX explores and develops her interests and passions during our upcoming instructional units. She readily explores and thinks flexibly through a variety of materials and setups in our science group, despite a variety of learning styles and personalities. During morning meeting, she shows this flexible thinking and organization, she shows this flexibility thinking and organization, she shows this flexible thinking and organization. These lifelong skills will assist her as she progresses through personal and academic development. I am eager to see XXX’s continuing growth and development as she continues to work towards exhibiting resilience during challenging tasks, even when she feels stuck. I am pleased with XXX’s transition into fourth grade, and progress thus far.
XXX enjoys reading and is confident in naming most letters and their sounds. She is learning to read and write our sight words and is beginning to use various phonics skills to decode and blend three letter words. XXX is becoming more persistent when sounding out words that she doesn’t know and takes her time to blend sounds together. She also uses context clues and picture clues to help figure out words she doesn’t know.
Standards-based Grading

Curriculum Committee of

Student Name

Foundational Skills:

- Demonstrates understanding of Concept of Print
- Demonstrates understanding of Phonological Awareness
- Knows and applies grade-level phonics skills in decoding words
- Reads grade-level high-frequency sight words with automaticity
- Writes grade-level high-frequency sight words with automaticity
- Reads with accuracy and fluency to support comprehension
- Demonstrates and applies comprehension strategies
- Answers questions about key details in a text
- Identifies character, setting, and beginning, middle, and end details in a story
- Identifies main idea in a text
- Uses multiple sources of information to determine the meaning of words in text

Writing:

- Develops habits of writing: plans, revises, and edits
- Forms letters correctly
- Positions letters correctly between lines
- Modes of writing: drawing, dictating, and/or writing used to compose Information, Narrative, and Opinion texts
- Focuses on one specific topic
- Develops content by writing two or more sentences about the topic
- Demonstrates appropriate phonetic writing
- Demonstrates grade-appropriate conventions (spacing, grammar, capitalization, and punctuation)

Numbers and Operations:

- Identifies and writes numbers from 0 to 20
- Counts by ones and tens to 100
- Applies one-to-one correspondence to count the number of objects
- Compares numbers and quantities
- Composes and decomposes numbers from 11 to 19 into tens and ones

Operations and Algebraic Thinking:

- Extends the concept of putting together to add within 10
- Extends the concept of taking apart to subtract within 10
- Represents and solves story problems with addition
- Represents and solves story problems with subtraction within 10
- Identifies and describes two- and three-dimensional shapes
- Analyzes, compares, creates, and composes two- and three-dimensional shapes

Measurement and Data:

- Describes and compares measurable attributes of objects
- Sorts objects and counts the number of objects in each category
- Measures objects using non-standard units

Performance Levels:

- 4 - The student's performance is meeting the grade level standard. The student applies key concepts, processes, and skills at a complex level.
- 3 - The student's performance consistently meets the grade level standard. The student grasps key concepts, processes, and skills.
- 2 - Approaching: The student's performance is approaching the grade level standard. The student is developing an understanding of key concepts, processes, and skills.
- 1 - Emerging: The student's performance does not meet the grade level standard. The student demonstrates a limited understanding of key concepts, processes, and skills.

Date: 11/17/2020
During the 2017-18 school year, the fourth grade piloted a new report card for students. After a successful pilot, and enhancements that resulted from parent and teacher feedback, the new report card will be fully adopted for grades 3, 4, and 5 effective for the 2018-19 school year. The report card features improved readability, more targeted feedback on grade-specific skills, and an expanded narrative that provides meaningful feedback for students and families on progress toward the District's transformative goals.

The report card revisions have been driven by the District's strategic plan, All Forward. Teachers have been collaborating with members of the curriculum team to broaden our reporting to include values reflected in the strategic plan, including fostering growth mindset, student innovation, and other measures of the Habits of Mind.

The goal for this change is to provide families and students with more in-depth and meaningful feedback on progress and learning.

For more information regarding elementary report cards, please see the additional pages in this section.