

Collaborative Planning Newsletter

September 21, 2016



World Languages

World Language teachers participated in two protocols that can be used in meetings or in the classroom to examine what learner engagement is and is not. A discussion followed the protocols. Also, the teachers practiced rating pre-rated samples provided by the district coordinator to calibrate their scoring with those given by AVANT Assessment on the STAMP samples.

Special Education

OCP

The teachers discussed curriculum revisions for the cross cat 1/OCP programs. They also discussed EOCs and how it pertains to their programs. Additionally, they discussed resources to enhance students ability to pass EOCs (Career Ready 101, Fluence, etc). The teachers will be meeting again to discuss standards and rigor of standards to be used in their programs.

LOYAL

- Students will increase community awareness through community-based learning experiences.
- Students will compete in Special Olympics competitions.
- Students will develop leadership skills through participation at the Youth Activation Summit.
- Students will be evaluated using a work behaviors checklist.
- Collaborative Planning Time was spent finalizing paperwork, establishing student behavior expectations, data collection, and creating agendas for upcoming community-based experiences.



Fine Arts

Performing Arts

The Fine Arts Department met with administrators to discuss the genesis of the LSD1 Fine Arts Center targeted to be housed at LHS. In a round table discussion the department shared the preliminary vision for the Center. Various course offerings for the Center were shared and discussed. The department looked at courses that would not conflict with current course offerings provided by the other high schools, but would become course offerings in the catalog. The department and other invested parties will reconvene to further discuss the Center courses and implementation plan.

Visual Arts

The Visual Arts Department met to discuss the presentation of student work to be displayed both at the District Central Services and the SC State Fair. Additionally, Dr. Kinard presented the prospective gallery space located on C-hall that could be utilized as another location to showcase student work. Regarding the proposed gallery space, the team decided to continue planning for the space's best utilization and to prepare a plan to properly outfit the room to best suit the needs of the student body. The Team began the initial planning for the end of semester student art show and reservation of the display panels. The group also set a plan for transportation and setup of student work to the State Fair and District Central Services for the next month.



English

English 2 HN

The English 2 HN teachers focused on analyzing diction and tone and the test on "All Quiet on the Western Front."

English 3 HN

English 3 HN teachers discussed Learning Targets for CUPS unit on Romanticism. The teachers also discussed ways to improve results on Summative Assessments, which the data shows, is the least successful assessment of the course. The Romanticism Assessment, which is standards-based, has not been a very successful assessment based on data from previous semesters. The Team discussed ways to improve instruction in order to achieve better results on assessments. Also, the Team will recheck data on this assessment after students take the summative and based on findings/data they will restructure the summative assessment.

English 4

The English 4 teacher's redesigned the rubric for Informative Presentation. This assignment uses informative writing standards and presentation standards. All English 4 students will give a presentation on one of the Seven Deadly Sins/Holy Virtues using the literature that we have been studying. Students will practice before giving the presentations with formative presentations in the class. Sixty percent (60 %) of our students should master the assessment. The teachers will reteach any areas as this will be the same as the Senior Experience Presentation.



Science

Biology

The Science teachers will continue to share new material and ideas via email and will have regular meetings on Mondays to further plan instruction on upcoming units. Teachers discussed being on the same page with regards to summative assessments. Teachers agreed that on units that led themselves to a Multiple Choice test that there would be 25 Multiple Choice questions and then an essay/short answer portion of some sort. Most units have another component that will also be used as a percentage in the Summative Assessments such as the unit on Organic Molecules where the Enzyme lab will serve as a percentage of the overall Summative Assessments. Teachers discussed the change in standards and the necessity of making sure that for each unit that the performance standards are addressed by using a hands-on activity.



Math

Algebra 1

Students need review of Algebra 1 skills such as factoring polynomials. Also students are currently working on systems of equations. We have developed a portfolio activity for the current unit using 2 iPad apps, Desmos and Pic Collage. The students will submit the assignment via Schoology. We have developed a tool shared by all alg 2 teachers which will be used for daily warm-ups in unit 4 to help with factoring. The portfolio activity will show that students can make connections between 3 methods of solving systems.

Algebra 3

Prepared Unit 3 plans and worked on Formative Assessments and Summative Assessments.

ACT/SAT Math Prep

- Discussed changes to the Grade Conversion table as received from English teachers.
- Discussed Unit 3.
- Discussed Formative Assessments for Problems Sets and Summative Assessment for Unit 3.

Mathematics Department

Mathematics teachers examined Standard 4.

Algebra 1

Algebra 1 teachers prepared Unit 4 plans as well as, looked at Unit 4 summative assessment. The teachers discussed the 9wks tests. I



Social Studies

Economics

Economics Standard 3: The Student will demonstrate an understanding of how government policies business cycles, inflation, deflation, savings rates, and employment affect all economic entities. Economic Indicators Summative Project. Students will role play as a consultant advising a business owner on expansion based on real time economic data.

US History

Pacing

- All US History classes are **on target** according to District Pacing Guide
- All US History classes are **on target** to be in Standard 4 during the upcoming week.
- All US History classes are **on target** to have successfully completed Standard 3 Benchmark testing by Wednesday, September 28, 2016.

Testing

- Standard 3 Benchmark testing to be completed by Wednesday
- Lesson Plan "I Can Statements" & Student Learning Targets

Learning Targets

- Learning Target samples were given by each teacher for the previous Standard.
- Learning Target design was discussed to make sure that all parties involved understood the process of creating Learning Targets that are student-friendly.
- Learning Targets being posted on and distributed by Schoology daily/weekly were discussed (as opposed to being written on the board daily).

- Learning Targets being attached to all class activities and assignments was discussed (to make sure that they are all accessible to all students within the class).



Social Studies

Leadership 21

Leadership 21 teachers focused on Course Pacing and SLO revision. All L21 assessments are common assessments. Teachers were concerned that time continues to be an issue in 45 day classes, especially during the 1st semester in which instructional time is cut by 5 days and this is considered to be "instructionally sound." Decisions have to be made regarding what to include and exclude should that become necessary. SLO Pre-and Post- tests will be administered 1st 9-weeks this year.

World History

Learning Targets - Teachers discussed the importance of posting Learning Targets in a visible place in the classroom and ensuring that we review targets throughout a lesson.

Student engagement - When planning lessons focus on including engaging activities by dividing lessons into a variety of activities (I.E. have them break into collaborative groups and then back into a large discussion). Avoid skill and drill lessons.

Also, the teachers discussed project-based learning. All present have completed or will complete a group project on World Civilizations as part of CUP 4. They discussed problems/successes of students, and difficulties of the project, such as ensuring everyone in-group participates, keeping students focused, and student use of rubrics. Need to be sure that there is continued focus on certain historical skills to prepare students for the US History EOC.

Pacing/CUPS - Block classes are on CUPS 5-6 and Embedded are on CUP 3. The teachers collaborated on pacing for the rest of the semester including ideas for strategies for teaching each Units for the remainder of the semester. Since the final exam will be comprehensive there will not be a midterm exam; however, teachers can give a test on those testing days. Finally, the Team discussed collaborating on a group project during this semester.

SLO - The World History teachers discussed the SLO primary source question and student scores on this question with the assigned rubric. The majority of students in WH scored in the 1-2 range. Very small percentage scored a 3/3 based on the rubric. They also discussed strategies for student improvement on primary source questions.

Targeted Instructional and Assessment Strategies - Future project on the Enlightenment and Scientific Revolution. The Team targeted completing the Enlightenment and Scientific Revolution by the Mid-term for those teaching a block schedule class, and by the end of the semester in embedded World History.