

## 4-29-2021 Discussion Notes

- Time to write
- Modifications to curriculum so that all kids can do it
- Vertical prioritize standards
  - Use this to get students to mastery at grade level
  - All kids
  - Vertical connections
- Mind the Gap conversations helpful
- Protractors beat them over the head in grade 4, nothing in 5th
- Vertical conversations are important, especially between buildings.
- Clarity - Curriculum vs. program
- Staff view curriculum and goals more favorably than admin.
- Where is the communication breakdown?
- Focused curriculum---define adequate vs.
- Time
- Curriculum = what you teach, materials, programs
- Teachers tell teachers what curriculum we use.
- Electronic curriculum during Covid.
  - Links
- Sometimes curriculum in self created vs. “purchased”
  - Standard -->curriculum is the program (math modules)
- Some people buy on teachers pay teachers
- curriculum=topics we are covering.
- Curriculum maps/year at a glance
  - Some have gaps
- Curriculum map=scope and sequence across the year by week
- Standards are on some of the document
- Clear definition of what/how
- Curriculum map is not the in depth guide
- Clear and viable
  - Everyone know what to do and thinks it is doable
- Curriculum is not viable for all students.
- Grade level curriculum should bring emphasis to standard about what should be done.
- Standards vs. curriculum clarity needed
- How is uneven student achievement addressed:
  - AIS not many leave AIS
    - Some go back to classroom
  - Afterschool programs (WIN, SOAR)

- Scheduled
- APEX credit recovery
- Identification issue?
- Proper intervention early enough?
- Is there differentiation in the classroom?
- TIER 1 - everyone gets it where is the curriculum for Tier 2 and 3?
- Some reliance on program
- Do we have “programs” to match the student needs?
- Is there advanced curriculum for advanced kids?
- “Homework help” Win vs. what I need (WIN) during the day.
- AIS reading..all student in the same program (w/ some adjustments being made)
- Know more, do more
- Clarity on expectations
  - Use of program
  - Other resources
  - How to meet what student needs
- Reading has more of a program
- Math is not that - no program exists.. It's what a student needs right now.
- Know your target...get there
- How do we make students confident and independent learners?
- Fluidity of grouping?
- Are there building wide goals around curriculum?
- Do we have vertical systems within our curriculum?
- Future: what is critical to consider that we have not discussed?
  - Screening and assessment for RtI/Universal screener
  - Don't forget “high” learners
  - Solid RtI plan
  - Intervention clarity
  - How to differentiate
  - How to articulate what they try.
- More tools needed
- How to close gap
- Time to give kids what they need
- Clear tools to meet specific gaps
- How to address non attenders.