Crawford Elementary

Innovation Design Presentation for Families and Parents
Innovation Status

What is it? Why are we pursuing it?

- As stated in Colorado’s Innovation Schools Act of 2008, Innovation status gives schools and school districts the freedom to pursue better student outcomes by gaining autonomies and flexibilities needed to overcome current challenges. We would have 3 years of autonomies.

- Our school has identified root causes to our problems that require us to do school differently in order to address them effectively.
<table>
<thead>
<tr>
<th>Root Cause</th>
<th>Proposed Innovation</th>
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</thead>
<tbody>
<tr>
<td>As a school, we have had challenges connecting the learning from the classroom to home. We also have a lack of awareness of the home culture and lack an understanding of the different meanings and perceptions of education for families.</td>
<td>Write our World Crawford-Capturing families’ stories around education</td>
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<tr>
<td>As a school, we have struggled to engage all families that are representative of our student body. We have not identified challenges that each of our populations is faced with and have not heard all perspectives.</td>
<td>Parents in Action-Creating opportunities for families to actively engage in their child’s education and support other families to help their children</td>
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<tr>
<td>Right now, teachers do not have consistent uninterrupted time outside of student contact time to plan for instruction and analyze data collaboratively. We need to continue to develop teachers’ understandings of the standard based teaching and cycle and utilize it. We also need to continue to develop teachers’ content knowledge and pedagogy.</td>
<td>Professional Learning for Staff-Providing release time for teachers to plan lessons and monitor learning around skills that are necessary for students to be successful</td>
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<tr>
<td>Currently, there is no in school intervention/enrichment time provided for 4th and 5th grade in literacy. In addition, kindergarten through 3rd grade has a designated literacy intervention/enrichment time four days a week; however, this time has been taken away from science and social studies.</td>
<td>Extended Learning Opportunities for Students-Extended school day to provide students the with the skills and opportunities to help them be successful</td>
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<td>Currently, there are few strategic opportunities for students to develop 21st century learning and leadership skills.</td>
<td>21st Century Learner and Leader Development-Providing opportunities for students to engage in learning opportunities that build students’ 21st century skills and leadership.</td>
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<td>Our current resources do not effectively address the common core standards and do not effectively address all components in each content area. The current assessments that we use are time consuming and do not always provide useful information to inform instruction.</td>
<td>Alignment of Curriculum and Assessment to Standards and Students’ Needs-Utilizing curriculum that aligns to the standards and also develops students’ skills to compete with other students. Utilizing assessments that monitor students’ understanding that are efficient and provide timely feedback.</td>
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<td>Currently, the principal and assistant principal are formally trained to provide observation &amp; feedback and data driven instruction data protocols. There is not capacity built to sustain this work.</td>
<td>Building the Capacity of Staff to Provide Feedback and Data Analysis-Building a cohorts’ understanding of observation feedback and data driven instruction protocols that allow for teachers to refine their instruction to better meet students’ needs</td>
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Our Process

Our School Design Team

- Administrators
- Classroom Teachers- Primary and Intermediate
- Special Education and Intervention Teachers
- Teacher Leaders
- Family Liaison
- Community Center Coordinator
- Community Corp
- AEA representation
- Two Crawford Families

Our School Design Team

- The team brainstormed ideas to address root causes
- Themes from brainstorming were shared with both staff and families.
- Families were given surveys to ask for their feelings behind the themes as well as other ideas
Your Desires for Our School

What we heard from the staff community and families:
• More professional learning for staff outside of student contact time
• Extended learning opportunities for students
• Opportunities for students to develop leadership skills
• Opportunities for students to apply their skills and knowledge
• Opportunities for use of technology in student learning
• Opportunities for families to engage in school projects
Our Design

Culture of Performance
- **Write our World Crawford** - Capturing families’ stories around education
- **Parents in Action** - Creating opportunities for families to actively engage in their child’s education and support other families to help their children

Educational Model
- **Professional Learning for Staff** - Providing release time for teachers to plan lessons and monitor learning around skills that are necessary for students to be successful.
- **Extended Learning Opportunities for Students** - Extended school day to provide students the with the skills and opportunities to help them be successful
Our Design

Educational Model
• 21st Century Learner and Leader Development- Providing opportunities for students to engage in learning opportunities that build students’ 21st century skills and leadership.
• Alignment of Curriculum and Assessment to Standards and Students’ Needs- Utilizing curriculum that aligns to the standards and also develops students’ skills to compete with other students. Utilizing assessments that monitor students’ understanding that are efficient and provide timely feedback.

Talent Management
• Building the Capacity of Staff to Provide Feedback and Data Analysis- Building a cohorts’ understanding of observation feedback and data driven instruction protocols that allow for teachers to refine their instruction to better meet students’ needs
Our design aims to cultivate successful, globally competent students by addressing three core areas:

**Supportive Culture and Community**
- Write for Our World Crawford
- Parents in Action

**Responsive Teaching and Learning**
- Professional Learning for Staff
- Extended Learning Opportunities for Students
- 21st Century Learner and Leader Development
- Curricular and assessment alignment

**Highly Effective Teachers**
- Building the Capacity of Staff to Provide Feedback and Data Analysis
Supportive Culture & Community
Write Our World Crawford: Capturing Families’ Stories around Education

In partnership with Write Our World, Crawford plans to capture families’ stories around education.
• By creating intergenerational conversations, all of our families will have the opportunity to explore and communicate the meaning of education in their home.
• Through 6 week workshops, families will e-publish a story based on both the parents’ experience with education and the students’ goals. This will drive a teacher professional development session to connect teachers to the home values of our students.
Why implement Write Our World Crawford?

In each of our three major improvement strategies, there is a strategic action about informing families of how to support student learning at home. Currently, there is a lack of awareness of the home culture of education and understanding the different meanings and perceptions of education.

• This opportunity will create an understanding among staff, students and families on how education has been experienced by families and will articulate the goals of the students.
• This will help staff to better bridge the learning at home based on this understanding.
Write Our World Crawford Timeline

Year 1: We will conduct two sessions targeting two groups with students in grades 3-5.
Year 2: We will conduct two sessions targeting 6 groups with students in all grade levels with the support of leaders from Parents in Action.
Year 3: We will conduct two sessions that include all groups at Crawford for all grades with the support of leaders from Parents in Action.
What is the impact of Write Our World Crawford?

Students & Families: Our students will learn about their families’ school experience and will communicate their goals for themselves. This will create an opportunity to explore and communicate the meaning of education in their home.

How does this effect the broader community? This will drive a teacher professional development session to connect teachers to the home values of our students. It will help staff to bridge the learning at home based on this understanding.
Parents in Action: Creating Leadership Opportunities for Families to Actively Engage in their Child’s Education

• This proposal would create leadership opportunities for our families to actively engage in their children’s education. We will conduct a targeted outreach so that all of our populations are accurately represented at family meetings.

• This innovation is at the heart of creating partnerships with families and communities to engage in their children’s education. By listening to the community needs and developing programming around that, we are partnering with the communities to meet those needs. This takes the assumptions and the one size fits all programming out and develops deep connections with our communities by empowering them to tell us what they need and helping us to know how to help families support the learning at home.
Why implement Parents in Action?

• Currently, it has been a challenge to engage all families that are representative of our student body.
  • There are unique challenges that each population is facing when engaging in school functions.
  • Our desire is to create a safe and comfortable space for everyone to engage and have their perspectives heard. We will do this through leadership development of our parents and how to foster leadership in our families.
Parents in Action Timeline

Year 1: We will develop the processes for selecting parent leaders and for training them.
Year 2: We will continue to engage and train parent leaders. Parents will begin to recruit other parents.
Year 3: There will be a cohort of parent leaders that are clear on the process for selecting parent leaders and training them.
What is the impact of Parents in Action?

• This structure will positively impact our students by engaging more families into their children’s learning.
• It will help the school understand the needs of our families in supporting their children’s education so that we can cater to this need.
• This will ultimately lead to increased student engagement and learning through the family and school partnership.
RESPONSIVE TEACHING AND LEARNING INNOVATIONS

Supportive Culture and Community

Responsive Teaching and Learning
- Professional Learning for Staff
- Extended Learning Opportunities for Students
- 21st Century Learner and Leader Development
- Curricular and assessment alignment

Highly Effective Teachers
Responsive Teaching & Learning
Extended Learning Opportunities for Students: Extended school day to provide students with the opportunity to engage in rigorous lessons that develop their competency to compete globally

- Our proposal calls for an extended learning day by 45 minutes for students.
  - This would provide all students in kindergarten through 5th grade with an opportunity for an intervention or enrichment opportunity in literacy four days a week.
  - One day a week students will have the opportunity to build their 21st century skills and leadership through a specific content/activity.
Why create extended Learning Opportunities for Students?

• Currently, there is not enough time in our school day to provide all students with access to rigorous and relevant standards based learning in all content areas.
• In addition, there are no in-school intervention/enrichment opportunities provided for all 4th and 5th grade students in literacy.
• There are few structures to allow students to intentionally build 21st century skills and leadership skills.
When will we begin providing Extended Learning Opportunities for Students?

- We will begin the new school year utilizing a new schedule for primary and intermediate grades. Although there are specified times there may be some fluidity in the schedule based on the integration of content.
What learning opportunities would students have on a daily basis?

<table>
<thead>
<tr>
<th>Primary</th>
<th>Intermediate</th>
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</thead>
<tbody>
<tr>
<td><strong>Literacy Based ELD</strong>- 40 minutes</td>
<td><strong>Literacy Based ELD</strong>- 40 minutes</td>
</tr>
<tr>
<td><strong>Reading</strong>- 80 minutes (Guided Reading &amp;</td>
<td><strong>Reading</strong>- 85 minutes (Guided Reading &amp;</td>
</tr>
<tr>
<td>Literacy Stations)-60 minutes, Whole Group</td>
<td>Literacy Stations)-45 minutes, Whole Group</td>
</tr>
<tr>
<td>Reading)-20 minutes)</td>
<td>Reading)-40 minutes)</td>
</tr>
<tr>
<td><strong>Handwriting</strong>- 10 minutes</td>
<td><strong>Skills</strong>- 15 minutes (Multisyllable Routines,</td>
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<td></td>
<td>Words Their Way)</td>
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<tr>
<td><strong>Skills</strong>- 20 minutes (Phonological Awareness</td>
<td><strong>Writing</strong>-55 minutes</td>
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<tr>
<td>and Phonics)</td>
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</tr>
<tr>
<td><strong>Writing</strong>-50 minutes</td>
<td><strong>Specials</strong>- 45 minutes</td>
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<tr>
<td><strong>Specials</strong>- 45 minutes</td>
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<tr>
<td><strong>Math</strong>- 90 minutes (ENGAGE NY lesson-60</td>
<td><strong>Math</strong>- 90 minutes (ENGAGE NY lesson-60</td>
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<tr>
<td>minutes, math stations- 20 minutes, number</td>
<td>minutes, math stations- 20 minutes, number</td>
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<tr>
<td>talk- 10 minutes)</td>
<td>talk- 10 minutes)</td>
</tr>
<tr>
<td><strong>Breakfast in the Classroom</strong>- 10 minutes</td>
<td><strong>Breakfast in the Classroom</strong>- 10 minutes</td>
</tr>
<tr>
<td><strong>Science/Social Studies</strong>-25 minutes</td>
<td><strong>Science/Social Studies</strong>-30 minutes</td>
</tr>
<tr>
<td><strong>Intervention/Enrichment &amp; 21st Century</strong></td>
<td><strong>Intervention/Enrichment &amp; 21st Century</strong></td>
</tr>
<tr>
<td><strong>Learner and Leader Development</strong>- 30</td>
<td><strong>Learner and Leader Development</strong>- 30 minutes,</td>
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<tr>
<td>minutes (Intervention/Enrichment-4 days a</td>
<td>(Intervention/Enrichment-4 days a week and</td>
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<tr>
<td>week and 21st Century Learner and Leader</td>
<td>21st Century Learner and Leader Development 1</td>
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<tr>
<td>Development 1 day a week)</td>
<td>day a week)</td>
</tr>
<tr>
<td><strong>Lunch</strong>-35 minutes</td>
<td><strong>Lunch</strong>-35 minutes</td>
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What is the impact of Extended Learning Opportunities for Students?

- An extended school day will support students in giving them equitable access to standards in all content areas.
- It will also give them opportunities to receive intervention or enrichment support in literacy.
- With the extension of the days, students will develop their 21st century learner and leadership skills through a designated block.
- Teachers will have the time that the need in each content area to effectively teach to the standards as well as provide needed intervention or enrichment to students.
What is needed for Extended Learning Opportunities for Students to occur?

In order for our school to adopt this model, we need to change our calendar, our students’ school day as well as change our teachers’ student contact time so Crawford Elementary will request from state and local policies related to these areas.
Professional Learning for Teachers: Providing release time for teachers to plan lessons that develop students’ global competencies and monitor their learning

• This proposal would provide seven release days for teachers during the school year focused on data analysis and planning. This will allow for teachers to have uninterrupted planning time outside of their student contact time. Teachers will not attend district in-services or EPR days. The learning outcomes on those days will include but not be limited to the following:

  • **Outcome One:** Teachers will plan for intervention and enrichment opportunities for students in reading by analyzing student reading data round the five component of reading.

  • **Outcome Two:** Teachers will plan for rigorous and relevant standards based lesson by identifying what students need to know and be able to do according to standards and ISSN performance outcomes.
Professional Learning for Teachers: *Providing release time for teachers to plan lessons that develop students’ global competencies and monitor their learning*

- This proposal extends our school day by 45 minutes giving students an extra special on specified dates for teachers to engage in literacy based ELD planning and math application task planning.

  - **Literacy Based ELD Planning Outcome:** Teachers will create a two week literacy based ELD plan utilizing grade level standards and WIDA indicators by backwards planned for a literacy based application task that is focused on students’ language development.

  - **Math Application Lesson Planning Outcomes:** Teachers will plan an application math lesson by identifying what students need to know and be able to do according to standards as well as ISSN performance outcomes. Teacher will plan for lessons to address students’ needs by utilizing the data driven instruction protocol.
Why implement changes to Professional Learning for Teachers?

• This innovation addresses the major improvement strategies within our unified improvement plan by providing time for strategic planning for Literacy, ELD and Math Application Tasks.
• This innovation increases student contact time with teachers.
What will Professional Learning for Teachers look like on release days?

<table>
<thead>
<tr>
<th>Time</th>
<th>Kinder</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:30</td>
<td>Reading Data Meeting</td>
<td>Teacher Directed Time</td>
<td>Teacher Directed Time</td>
<td>Grades 3-5 Professional Learning</td>
<td></td>
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</tr>
<tr>
<td>8:30-9:30</td>
<td>Teacher Directed Time</td>
<td>Reading Data Meeting</td>
<td>Teacher Directed Time</td>
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<tr>
<td>9:30-10:30</td>
<td>Teacher Directed Time</td>
<td>Teacher Directed Time</td>
<td>Reading Data Meeting</td>
<td></td>
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<tr>
<td>10:30-12:00</td>
<td>K-5 Literacy Professional</td>
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<tr>
<td>12:00-12:30</td>
<td>LUNCH</td>
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</tr>
<tr>
<td>12:30-1:30</td>
<td>K-2 Professional Learning</td>
<td>Reading Data Meeting</td>
<td>Teacher Directed Time</td>
<td>Teacher Directed Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Teacher Directed Time</td>
<td>Reading Data Meeting</td>
<td>Teacher Directed Time</td>
<td></td>
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</tr>
<tr>
<td>2:30-3:30</td>
<td>Teacher Directed Time</td>
<td>Teacher Directed Time</td>
<td>Reading Data Meeting</td>
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</tbody>
</table>
How will we utilize an extra special for Professional Learning for Teachers?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Dates</th>
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<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>1/18 2/15 3/16 4/5</td>
</tr>
<tr>
<td>1st</td>
<td>1/19 2/16 3/17 4/6</td>
</tr>
<tr>
<td>2nd</td>
<td>9/6 9/20 10/25 11/8 1/20 2/17</td>
</tr>
<tr>
<td>3rd</td>
<td>9/7 9/21 10/26 11/9</td>
</tr>
<tr>
<td>4th</td>
<td>9/8 9/22 10/27 11/10</td>
</tr>
<tr>
<td>5th</td>
<td>9/9 9/23 10/28 11/11</td>
</tr>
</tbody>
</table>
What is the impact on changes in Professional Learning for Teachers?

• This structure will positively impact our students by providing them with consistent instruction with their classroom teacher. Students will also be engaged in rigorous and relevant standards based lessons that have been well thought out and planned by teachers.
• Teachers will have uninterrupted time outside of their student contact time to analyze student data, plan for instruction and engage in professional learning.
• Teachers will have more time on a daily to plan and prepare as well as no longer having a need to prepare sub plans for most professional learning.
What needs to occur for change to Professional Learning for Teachers?

In order for our school to adopt this model, we need to change our calendar, our students’ school day as well as change our teachers’ student contact time so Crawford Elementary will request from state and local policies related to these areas.
21st Century Learner and Leader Development: Providing opportunities for students to engage in learning opportunities that build students’ global leadership.

- Once a week for 20-30 minutes students will engage in content/activity that builds students’ skills as 21st century learners and leader. This will include helping students to investigate the world, recognize perspectives, communicate ideas and take action.
Why focus on 21st Century Learner and Leader Development?

• Currently, there are few strategic opportunities for students to develop 21st century learning and leadership skills. By implementing a specified time for this, teachers can plan more intentionally to provide content and activities that will foster this development.
• Students will consistently be engaged in activities where they are investigating the world around them, recognizing perspectives, communicating their ideas and taking action on issues that are meaningful to them.

*Crawford Elementary students represent a global society and hold different perspectives so we will foster the strengths of our school community.*
21st Century Learner and Leader Development Timeline

• Year 1: Develop teachers’ understandings of 21st Century Skills and Global Leadership Performance Outcomes. Teachers will utilize a 30 minute block once a week to provide students with the opportunity to utilize these skills.

• Year 2: Teachers will meet as grade levels to plan for grade level choice topics and activities to develop students’ 21st century skills and leadership development. Students will choose one of the topics or activities. These choices will change on a quarterly basis.

• Year 3: The K-2 Vertical Team and 3-5 Vertical Teams will meet to plan for choice topics and activities to develop students’ 21st century skills and leadership development. Students will choose one of the topics or activities. These choices will change on a quarterly basis. The groupings will be k-2 groups or 3-5 groups.
What will the impact 21st Century Learner and Leader Development have on students and our community?

• Students will begin to learn about skills that they will need to possess in order to compete in a global society. They will have the opportunity to practice these skills through engaging topics and activities that they choose themselves.
• Our community will be effected by this structure because as we identify topics and activities, we will find experts in our community to help students learn about their topics of interest and serve as mentors in this work.
What changes need to take place for 21st Century Learner and Leader Development?

• In order for our school to adopt this model, we need to change our calendar, our students’ school day as well as change our teachers’ student contact time so Crawford Elementary will request from state and local policies related to these areas.
Alignment of Curriculum and Assessment to Standards and Students’ Needs-

Utilizing curriculum that aligns to the standards and also develops students’ global competencies. Utilizing assessment that monitor students understanding that are efficient and provide timely feedback.

- Crawford Elementary aims to see and create new curriculum and assessments in order to utilize resources that are aligned to the common core standards and complements the school’s desire to increase global competency of students.
- We will also utilize assessments that are efficient and provide teachers with information that will immediately inform their instruction and impact student learning.
Why address the Alignment of Curriculum and Assessment to Standards and Students’ Needs?

• Our current resources do not effectively address the common core standards and do not effectively address all components in each content area. Additionally, the current assessments are time consuming and do not always provide useful information to inform instruction quickly.
Alignment of Curriculum and Assessment to Standards and Students’ Needs Timeline

• Year One:
  • We will adopt Engage NY for our math curriculum and also utilize Forefront Math as our data tracking system. Teachers will be trained on this at the start of the school year and supported with continued professional learning throughout the year. Families will also receive training on the math in Engage NY and how to support their students.
  • We will also begin our search for new literacy resources and assessment systems for Tier One instruction.
• Year Two-
  • We will adopt a new core resource for literacy. Teachers will be trained on this at the start of the school year and supported with continued professional learning throughout the year.
  • We will also begin our search for a new science and social studies curriculum.
• Year Three-
  • We will refine our use of new curriculum and effectively integrate ISSN performance outcomes.
  • We will adopt a new core resource for science and social studies. Teachers will be trained on this at the start of the school year and supported with continued learning throughout the year.
What will be the impact of Alignment of Curriculum and Assessment to Standards and Students’ Needs?

• Students will receive instruction using resources that build their understandings of the grade level standards.
• Students will also receive response instruction because of effective and timely progress monitoring and assessments.
• Teachers will have a resource to assist them in planning for instruction that is aligned to standards.
• Teachers will utilize assessments that are efficient and give them timely information.
What need to occur for Alignment of Curriculum and Assessment to Standards and Students’ Needs?

• In order for us to adopt new curriculum, we will waivers from our district around the resources and assessments we use.
• We will also seek waivers from the state for autonomy of the assessment we use to progress monitor students on READ Plans.
HIGHLY EFFECTIVE TEACHERS
INNOVATIONS

Supportive Culture and Community

Responsive Teaching and Learning

Highly Effective Teachers

Building the Capacity of Staff to Provide Feedback and Data Analysis
Highly Effective Teachers
Building the Capacity of Staff to Provide Feedback and Data Analysis - *Building a cohorts’ understanding of observation feedback and data driven instruction protocols*

- We will train all the teacher leaders and other staff who provide coaching in the 6 Step Process Observation Protocol which includes praise, probe, action step, planning, practice and follow-up.
- Additionally, we will have all teacher leaders and other staff that show interest in leadership to be trained in the Data Driven Instruction Protocol to help facilitate data meetings. The components of the protocol include affirmation, starting with the exemplar, identifying the gaps, planning for a re-teach, practicing the re-teach and a follow-up.
Why Build the Capacity of Staff to Provide Feedback and Data Analysis?

• Currently, the principal and assistant principal are formally trained in the observation and feedback protocol and data driven instruction protocol. Teachers leaders and other staff that provide coaching are familiar with the 6 Step Protocol but have not strategically implemented it. This training will allow for increased capacity of the coaching staff to provide consistent and actionable feedback to teachers. This training will also build the capacity of the staff to utilize this protocol independently and lead data meetings.
• Through developing teachers, we are increasing career ladders for those teachers who have the aptitude to coach
• This strategy will grow out staff into high performers and will create more supports for teachers
Building the Capacity of Staff to Provide Feedback and Data Analysis Timeline

• Year One- We will train all the teacher leaders and staff that provide coaching in observation and feedback and DDI protocols. They will implement these protocols into their coaching and will support grade level meeting with data analysis.
• Year Two- We will train interested teachers in the DDI protocol. They will support grade level meetings with data analysis.
• Year Three- All grade level data meetings will be facilitated by grade level leaders using the DDI protocol
What is the Impact of Building the Capacity of Staff to Provide Feedback and Data Analysis?

- This will impact our staff by building greater capacity to support each other instruction and build greater capacity of others to lead professional learning.
- More staff trained formally on the protocol, there will be more consistency in expectations for meeting outcomes.
Summary of Waivers Sought by Crawford Elementary

- Hiring Authority
  - Flexibility to create our own job descriptions
  - Flexibility to design own process
  - Flexibility to create our own timeline

- Staff Transfers
  - Protection from mandatory placement or involuntary placement of staff at Crawford

- Licensure
  - Flexibility to hire non-licensed staff for supplementary, non-core academic areas

- Calendar

- Educational Program - Textbooks & Curriculum
- Educational Program - Grading and Assessment
Next Steps

• **Staff Presentation on February 3**
  • Staff will be emailed the presentation and feedback form by February 8 and will have the opportunity to provide feedback until February 16 at 3:30pm

• **Family Presentation on February 9**
  • Families will receive a feedback from and can provide feedback until February 16 at 3:30pm

• Communication will be sent to all families on February 10 to inform them that the plan is available for review and feedback until February 16 at 3:30pm.
Questions and Comments