

HCS

Henderson County Schools

Position for SB1 Implementation

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Overview of progress made toward SB 1 implementation and next steps.

KENTUCKY LEADERSHIP NETWORKS TIMELINE 2010-2013

Each network will be focused on developing participants' role-specific understandings, abilities and leadership skills that are necessary to implement ***Kentucky's Core Academic Standards*** within the context of ***Highly Effective Teaching and Learning*** practices with a particular emphasis on ***Assessment Literacy***.

GOAL: Ensure that every participant has a clear understanding of how to translate Kentucky's Core Academic Standards into clear learning targets *in order to* design high quality formative and summative assessments and to plan/select rigorous and congruent learning experiences.

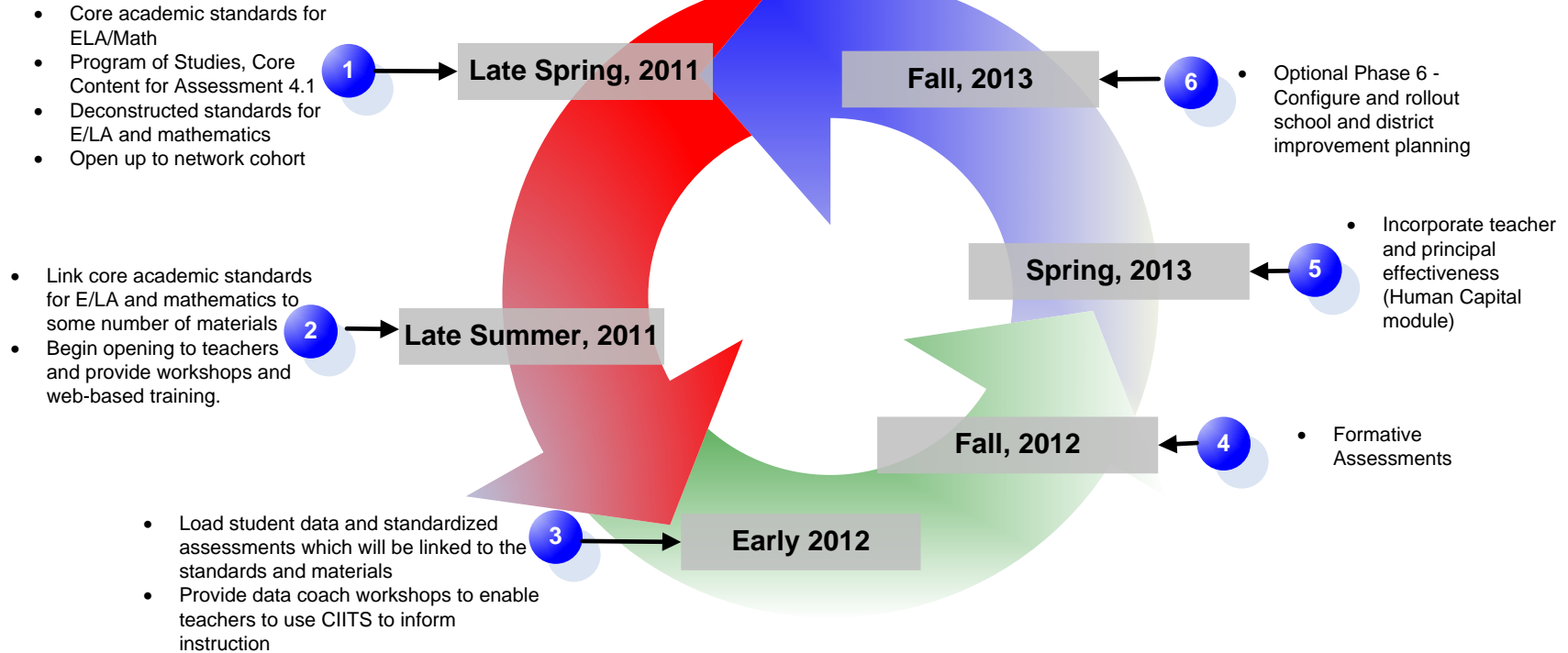
July-Aug 2010	Sept– Dec 2010	Jan-May 2011	June-July 2011	Aug-Dec 2011	Jan-May 2012	June-July 2012	Aug 2012-June 2013
<p>Networks Launch – orientation to:</p> <ul style="list-style-type: none"> •Kentucky's Core Academic Standards •Assessment Literacy •Highly Effective Teaching and Learning 	<ul style="list-style-type: none"> •Reaching consensus with colleagues on the meaning of each standard in terms of its expected depth and breadth •Deconstructing Kentucky's Core Academic Standards into clear learning targets •Planning and reflecting on their own/others' teaching using the Characteristics of Highly Effective Teaching and Learning as a guide 	<ul style="list-style-type: none"> •Reviewing and editing the deconstructed standards •Understanding characteristics of high quality formative and summative assessments and how to utilize resulting data effectively to improve teaching and learning •Engaging in 'gap analysis' for transition from old standards/ curricula to new •Sharing highly effective teaching and learning strategies and resources 	<ul style="list-style-type: none"> •Finalizing implementation plans for 2011-12 school year •Working collaboratively on model maps/pacing guides •Planning quality learning experiences/ assessments around KCAS for first semester of year •Populating an online repository for instructional resources for all Kentucky teachers/leaders to access 	<ul style="list-style-type: none"> •Designing/implementing high-quality formative and summative assessments and utilizing resulting data effectively to improve teaching and learning via Gates Foundation Literacy Design Collaborative(LDC)/Mathematics Formative Assessment Lesson (FAL) models •Planning/selecting rigorous and congruent (i.e., completely aligned) learning experiences for instruction •Selecting evidence-based strategies and resources to enhance instruction •Supporting other educators as they try out these same processes/strategies in their own classrooms •Populating an online repository for instructional resources for all Kentucky teachers/leaders to access 		<ul style="list-style-type: none"> •Reflecting on 1st year implementation of standards •Revising pacing guides/maps •Refining LDC/FAL assessment and learning tasks for wider implementation •Designing additional LDC/FAL-like modules/tasks 	<ul style="list-style-type: none"> •Teacher Leaders support others in their schools/districts in the effective implementation of LDC/FAL modules/tasks •Field-test/refine newly designed tasks/modules



Continuous Instructional Improvement Technology System (CIITS)

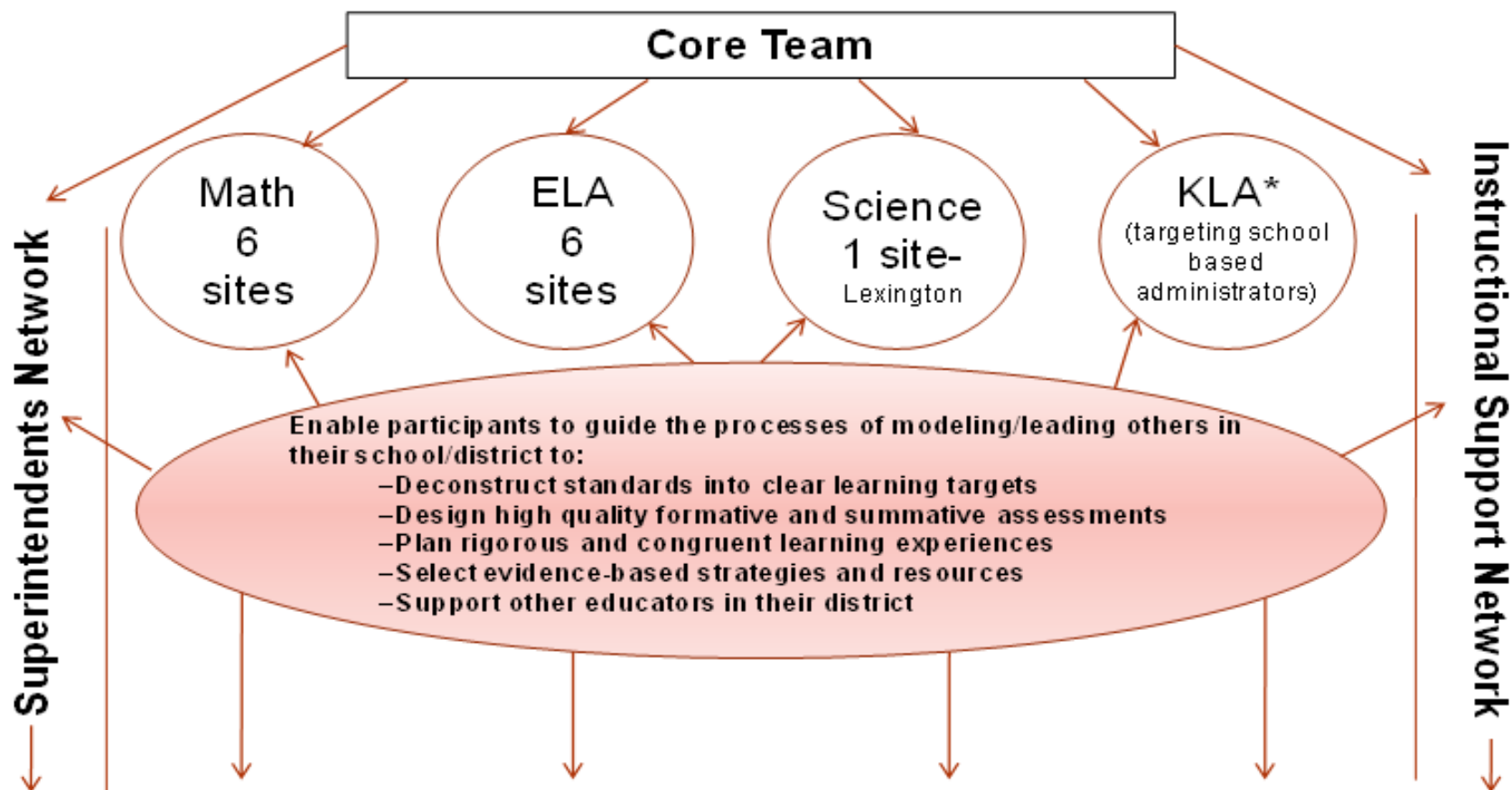
03/16/11

The Kentucky Core Academic Standards for ELA/math have been loaded to the CIITS test system. The Program of Studies, Core Content for Assessment 4.1 will be loaded by the end of March. The deconstructed standards completed as of March 15 for E/LA and mathematics will be loaded into the test system by the end of April. By April 30 the system will be opened up to Kentucky's network cohort. The KDE Project Leadership Team is working with SchoolNet, KET, and other stakeholders to plan when to load materials such as instructional units, lesson plans, assessments and instructional resources, and provide PD to teachers on how to use the system to improve classroom instruction. Upcoming communications will go out throughout the summer of 2011 outlining when these next phases will take place and when the system will be opened up to all Kentucky teachers.



Additional core academic standards and deconstructed standards will be loaded as they become available

Network System



District Leadership Team Scales Up Work in Every School/Classroom

Superintendent + Math Teacher Leaders + ELA Teacher Leaders + Science Teacher Leaders + School Admin. + Instructional Supervisor(s)

Position of Leadership for Supporting Implementation of KY Core Academic Standards as of April 2011

The system of Leadership Networks in Kentucky has been designed to support the quality implementation of the requirements set forth in Senate Bill 1 (2009). The networks include the following participants from Henderson County:

1. Content Leadership Network for Math – 3 teachers
2. Content Leadership Network for Language Arts – 3 teachers
3. Principal Support Network through KY Leadership Academy (KLA) - 9 principals
4. Instructional Support Network – 3 district administration

Networks meet eight (8) times per year and require a three (3) year commitment. Each network is focused on developing role-specific understandings, abilities and leadership skills that are necessary to implement **KCAS** within the context of **Highly Effective Teaching and Learning** practices with a particular emphasis on **Assessment Literacy**. Network training includes four (4) topics: Standards (KCAS), Leadership, Characteristics for Highly Effective Teaching and Learning (CHETL), and Classroom Assessment for Student Learning (CASL).

Henderson County Schools have been involved in each network. Articles to support work have been shared with stakeholders. Discussion regarding the work occurs in math and language arts cadres, in meetings of curriculum specialists, principals, instructional team and at district network meetings. In addition, all curriculum specialists participated in *Leading Professional Development in Classroom Assessment for Student Learning*. Conversations will continue at each level for on-going support.

Next Steps:

- Develop Implementation Guide (talking points, communication plan, implementation of standards, CASL and CHETL, and monitoring at school and district level)
- Develop School Plans outlining implementation of CASL and CHETL
- Review current Assessment System to determine next steps to create a Balanced Assessment System
- Create mini PD sessions for school-level work for 2011-12 (posted on web for schools to use as needed)
 - CHETL
 - CASL

Position of English/Reading/Language Arts for Implementation of KY Core Academic Standards as of April 2011

A District Literacy Program was developed over the last 15 months by a cadre of more than 50 teachers (including secondary science and social studies teachers), curriculum specialists and district staff. The Literacy Program was created directly from the KY Core Academic Standards and has been adopted by the board of education as a guide for literacy instruction in the district.

- The Literacy Program includes essential expectations for ELA/Reading at all grade levels. These essential expectations are directly aligned to the KCAS. These expectations cover grade level standards in foundational reading, reading for comprehension, writing, language, and vocabulary and speaking/listening.
- The Literacy Plan includes a writing program aligned with the writing program review requirements as mandated in Senate Bill 1.
- The Literacy Program includes crosscutting literacy expectations in the content areas and embedded research/technology expectations.

The District Literacy Program was presented to all elementary teachers on Sept. 3, 2011 in a two (2) hour PD session. The PD participants included guidance, media specialists, music, P.E., special education and non-math content teachers. All teachers were given copies of the program and the KCAS. Learning targets for the session included:

- ✕ Understand the components of the District Literacy Plan
- ✕ Become familiar with the Common core Standards for ELA/Reading
- ✕ Understand Essential Expectations
- ✕ Understand the new K-12 Writing Portfolio
- ✕ Be informed about the rollout of the new standards

The District Literacy Program was presented to all middle school teachers on August 2, 2011 in a two (2) hour PD session at NMS. This PD session was similar to the elementary session described above.

The high school conducted its own training on the Literacy Program as part of its literacy planning. The high school and middle schools are also using strategies from Laying the Foundation (LTF) training in ELA instruction. These LTF strategies increase the rigor and critical thinking and will support the implementation of the new standards which also increase rigor and critical thinking.

Teachers were encouraged to proceed with integration of the new standards into current units/lessons.

The district reading specialist, Paige O’Nan has created a document crosswalking the shifts in grade level of ELA standards.

District curriculum specialists have also attended PD sessions on the new standards and literacy program.

All schools in the district are using the writing portfolio process from the Literacy Plan this year. The portfolio is now a K-12 process to show student growth in communication and personal interests over time. Each year four (4) pieces are added to the portfolio using specific yet flexible criteria. The portfolios will follow students throughout their school careers.

As mandated by regulation, each school has developed a SBDM Writing Policy to guide the writing program. The policies were created using a template that followed the Writing Program Review Process and addressed using the District Literacy Program and KCAS as a base for writing instruction.

Next Steps:

- Bundle the standards using KCAS and create district common assessments using the KCAS and essential expectations.
- Use Appendix B from Core Standards to do a Resource Alignment to the new grade level standards. Appendix B gives exemplars of grade level reading passages.
- Use the bundled standards to create units, lessons, and formative/summative assessments.
- Create a district collection of writing exemplars at the proficient and distinguished levels for the categories/grade levels in the writing program.
- Develop school literacy plans from the District Literacy Plan, KCAS and School Writing Policies.

Position of Mathematics for Implementation of KY Core Academic Standards as of April 2011

A District Numeracy Program was developed over the last 25 months by a cadre of more than 22 teachers, curriculum specialists, district staff and a Henderson Community College professor. The Numeracy Program is directly aligned with the KY Core Academic Standards (KCAS) and supported by national research. It has been presented to stakeholders and will be presented for final approval at the April Board of Education meeting.

The Numeracy Program includes expectations for elementary, middle and high school math programs. These essential expectations are directly aligned to the KCAS and provide understanding for changes needed from past to future standards.

- At the elementary level, instead of addressing five (5) domains (Numbers/Operations, Measurement, Geometry, Data Analysis and Algebraic Thinking), there is a defined focus on two (2) domains (Number and Geometry). Number includes: counting and cardinality, base ten computations, early relations and operations, quality and measurement, operations and the problems they solve and fractions. Geometry includes: shapes, coordinates, geometry. Minimally included is data -statistics.
- At the middle school, instead of addressing five (5) domains (Numbers/Operations, Measurement, Geometry, Data Analysis and Algebraic Thinking), the focus is on two (2) domains (Algebra and Data). Algebra includes: ratios and proportional relationships, expressions and equations, and functions and the situations they model. Minimally included are number system and geometry.
- At the high school, the standards seem similar between the new and old; however the depth is much more advanced. For Example, topics in our current Precalculus course will be required for Algebra 2 with the implementation of the new standards. Additionally, the standards from other math courses are required at earlier grade-levels.

There is a substantial paradigm shift to include: less, deeper, slower pacing; quantity vs. symbolism; hands-on modeling of concepts; subitizing and cardinality; and mastery before advancing to other concepts.

The development process included: creating essential skills, cross-walking old and new standards and conducting gap and resource audits. For elementary this began during the 2009-10 school year with the need to adopt a math series to meet the new standards.

Elementary adopted the Math In Focus series and began full implementation for the 2010-11 school year. During that same year a team of Algebra 1 and 2 teachers from both middle school and high school reviewed their units and aligned them to the America Diploma Project (research project for end-of-course assessments and common core) for implementation during the 2010-11 school year. In January, after the final version of KCAS was received, a re-alignment of the standards and units was conducted by a team of high school teachers and

middle school teachers, producing new course alignment for both regular and advanced math courses at the secondary level. These courses were explained at an administrative meeting and shared in school departmental meetings. During the scheduling process, the changes were explained to students and parents.

The District Numeracy Program was presented to the District Instructional Team on February 14, School Administration on February 18, Curriculum Specialists on March 18, and Math Cadre on April 17, 2011. All elementary teachers were given copies of the KCAS on October 22, 2010. Middle school and high school teachers, as well as school administration involved in the alignment meetings, have gained an in-depth understanding of KCAS. High school teachers reviewed standards during their Wednesday morning meetings. Middle school teachers were to share during their departmental meetings. In March 2011, an overview of assessment and deconstruction of standards was presented at the Math Cadre.

Professional development regarding the new common core has been conducted starting with the 2010-11 school year. Extensive training for Math in Focus and Laying the Foundation supports the necessary instructional strategies for rigor and relevance needed for successful implementation of the new standards.

Next Steps:

- Review deconstruction process with all elementary teachers (present at school level)
- Review 7 strategies of AFL (connect with 6 Big Ideas) with all secondary teachers (present at school level)
- Create a district collection of math exemplars at proficient and distinguished levels
- Develop school numeracy plans from the District Numeracy Plan.
- Elementary (May 23-26)
 - Review Gap Analysis and Resource Audit
 - Conduct Assessment Audit
 - Analyze vertical alignment through assessments
 - Determine ways to address gaps in curriculum at the elementary level based on resource audit.
- Secondary (May 23-26)
 - Review KCAS, Gap Analysis, Deconstruction overview with all teachers
 - Create new units to address gaps identified at the secondary level based on resource audit.
 - Conduct LTF vertical alignment
 - Provide secondary teachers with overview of the Math In Focus program and bar modeling

Position of Program Reviews for Arts & Humanities and Practical Living/Career Studies as of April 2011

A district Program Review cadre has been formed this year consisting of more than two dozen teachers (including music, physical education, art, guidance, enrichment and other content areas). The cadre is charged with reviewing the new program requirements, our current A/H & PL/CS curriculum, and proposing a new alignment to be implemented during the 2011-12 school year.

Program Reviews will replace the paper and pencil state tests, instead allowing for schools to gather evidence and rate themselves on how these subjects are integrated across the curricula. Currently KDE is establishing an audit/verification process, as outlined in Senate Bill 1. More information about this process is still forthcoming and the decisions about how the reviews and evidences will be collected or submitted are still being made. The regulations outlining these specific steps will be discussed at the April and June state board meetings. Until any decisions are made, the documents giving school districts guidance are labeled as “draft” form only.

Given that the parameters of the Program Review process are still in draft form, the cadre is still in the process of understanding this new system. To date the following has taken place:

- Introduction to Program Review
- Review of Program Review literature
- Review of updated KDE information – including learning that in future years a World Language and Primary (K-2) program review may be added.
- Members started review of state draft documents and determined what we currently implement and the evidence documenting this. Group also discussed what is not occurring and how to best implement this.

Future activities of the cadre will include:

- Continuing the review of current implementation practices
- Reviewing curriculum documents to assure that all curriculum is being covered and identify any potential gaps in curriculum
- Starting the school level conversations with principals to identify key team members for facilitation of PR reviews starting 2011-12
- Assuring SBDM creates policies for implementation of Program Review
- Conducting a Program Review Scenario
- Professional development week of May 23, 2011

Upon final state adoption of the Program Review document and completion of the above activities, the cadre will publish guidelines and timelines to align the district with state Program Review requirements.

