

Parent Council Meeting Agenda: For Parents of Students Identified as GT

September 23, 2019 5:30-6:30 PM

Celebrating the diversity that is LCS



Welcome, Introductions, Housekeeping, Review of Mission and Vision

All

Elementary Report Card Presentation

Brenda Buzar- T&L Coordinator

NOTES:

New report card for students K-5th this year.

Why?- In order for our students to develop the skills, abilities, and habits of mind necessary to be successful in a complex and rapidly changing world, we must be able to clearly communicate their progress with all stakeholders, so that we can work more closely together.

How did this change?

- The State of Ohio has adopted learning standards that define what students should know and be able to do by subject and grade level.
- We heard from families and teachers that our current report cards were not providing a clear enough picture of our students' strengths and needs and where they were in relation to grade level standards.
- The task force reviewed current grading and reporting practices, and the work of researchers such as Dr. Douglas Reeves, Thomas Gusky, Ken O'Conner, and Robert Marzano, and the work of other districts in Ohio and across the country.
 - Current research shows that traditional systems of grading and reporting progress are at least 100 years old and that there is little or no evidence to support their continuation.
- The trial ran last spring for families at the building levels to see the new report cards and offer feedback.
- Refinements were made and new launch is taking place this year but its not the end of our journey.

What's going to be different?

- The focus is on communicating how well a student knows or is able to do something in relation to grade level standards. The goal is to provide feedback that helps improve their learning and allows teachers to strategically plan instruction
- A check (✓) is the target to show that students have met the standard

- This requires a Growth Mindset in “where am I” to achieve this goal. Students and teachers are learning about the growth mindset and ways to improve their thinking and mindset.
- Grading and reporting symbols are different. Behavior descriptors look different (Often, sometimes, rarely). Students in grades 3-5 will receive letter grades in addition to their marks for the standards.
- For many parents and community members, the highest marks growing up meant the level we achieved the task given by the teacher but not the complexity of the task.
- It's not about task completion, its about tasks in relation to what you are able to do (grade level standards).
- A check (✓) is our target for the grade level to “meet grade level standards”. This should be celebrated. A few students are ready to go beyond. This is important to remember that gifted students have splinter skills and they will not always have the check plus as they may know a little about a topic but have not fully shown understanding of the standard. For example, students have memorized their multiplication facts, however; they do not understand the why of multiplication or its relationship to addition or division.
- The math report card for self-contained looks differently than general education or cluster classrooms as the standards are already a grade level above. A check plus (✓+) would indicate going beyond the current grade level standards being taught for math.
- Quarterly remarks report the most recent and most consistent performance at the time of reporting.
- We will need to get into the habit of using the language so it doesn't feel like a label and the student can take on a growth mindset.
- i-Ready gives specific feedback to teachers on what they can do currently and where to go next whether that be for enrichment or remediation

Letter Grades for 3rd-5th

- Not every standard is assessed every quarter as they are what is expected for the grade level. Some standards are very large and reported every quarter while others are not.
- Grades reflect most recent/most consistent progress towards meeting standards assessed in a given subject
- Nonacademic elements are not part of the letter grade such as participation, work habits, work completion, etc. They are reported in Behavior Performance Levels. (often, sometimes, rarely)
- Conversations with students from moving away from the grade or points to what have you learned, what is your strength, What do you need to work on?
- All stakeholders are on a learning curve but we beleive that this will improve our communnication with students' progress with you.

What's NOT different?

- We are committed to supporting students
- We are committed to supporting you
- We are committed to clearly communicating progress with all stakeholders.
- We are committed to working together to ensure our students develop the skills, abilities, and

habits of mind necessary to be successful in a complex and rapidly changing world.

Takeaways

- Learning is a process and every child develops at their own rate
- The report card is one piece of our reporting system and we encourage a strong home-school connection

Next meeting date: THURSDAY, February 20, 2020 5:30-6:60pm (Location TBD) Guest speaker



Mission of Lakewood City Schools Parent Council

Our mission is to create an open, safe and transparent forum in which ideas, questions and global concerns from parents of students identified as gifted and talented and the Department of Teaching learning might be shared.

We envision a group focus on:

1. Creating and maintaining an inclusive school district with a climate of embracing, supporting and serving students- all students including those identified as gifted and talented via awareness and understanding.
2. Establishing a group that is representative of a cross section of Lakewood City School students identified as gifted and talented.
3. Ensuring high expectations for students identified as gifted and talented.

Our charge is to discuss global concerns identified by the group. If you are having concerns with your son or daughter's classroom or provision of services please talk directly with your child's teacher. If you have tried that, to no avail, please connect with the building principal. If the building principal is unable to assist you he/she will direct you to our district's coordinator for Gifted Education. Thank you.