WACO INDEPENDENT SCHOOL DISTRICT
WORKSHOP MEETING
WISD Conference Center
115 S 5th Street
Waco, Texas 76701

Tuesday, December 17, 2024 - 5:00 PM

A Workshop Meeting of the Board of Trustees of Waco Independent School District will be held December 17, 2024, beginning at 5:00 PM at the WISD Administration Building, 501 Franklin Ave, Waco, Texas.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice/agenda.

AGENDA
1. **Call to Order**
2. **Consideration of Personnel**
   2.A. Review and Discuss Superintendent Evaluation Tool
   2.B. Review and Discuss Org Chart
   2.C. Review and Discuss Appointment, Employment, Evaluation, Reassignment, Duties, Discipline of Employee
3. **Review and Discuss Curriculum and Planning Overview**
   Presenter: Dr. Deena Cornblum
4. **Adjournment**

Waco Independent School District

Board of Trustees Workshop Agenda Item

Date: <u>December 17, 2024</u>   **Contact Person**: <u>Dr. Deena Cornblum</u>

RE: Review and Discuss Curriculum and Planning Overview

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<u>Background Information:</u>

The board of trustees will receive an in-depth overview of the curriculum development, assessments, and instructional planning processes utilized by Waco ISD. Trustees will actively participate in practice-based activities designed to explore the core components of curriculum, strategic planning, and data-driven processes that are a part of the instructional framework in Waco ISD.

<u>Fiscal Implications:</u>
N/A

<u>Administration Recommendations:</u>
No action required

Board Workshop

Curriculum and Planning Overview

December 17, 2024

Outcomes for Today's Workshop

- Compare reading strategies and clarify what is used in WISD
- Review curriculum resources and documents for RLA
- Review adoption criteria
- View lesson planning template
- Understand the parts of the lesson plan and their purpose
- Understand how leaders and teachers are supported through ongoing coaching and job-embedded professional development

Curriculum Resources

Practiced Based Activity

Activity

1. Silent/Solo: Read the passage located on HO-1 (5 min.)
2. As you read, notice the strategies you use when/if the passage becomes challenging
   a. Decoding words
   b. Understanding/Meaning
3. At the end of the 5 minutes, we will discuss the experience
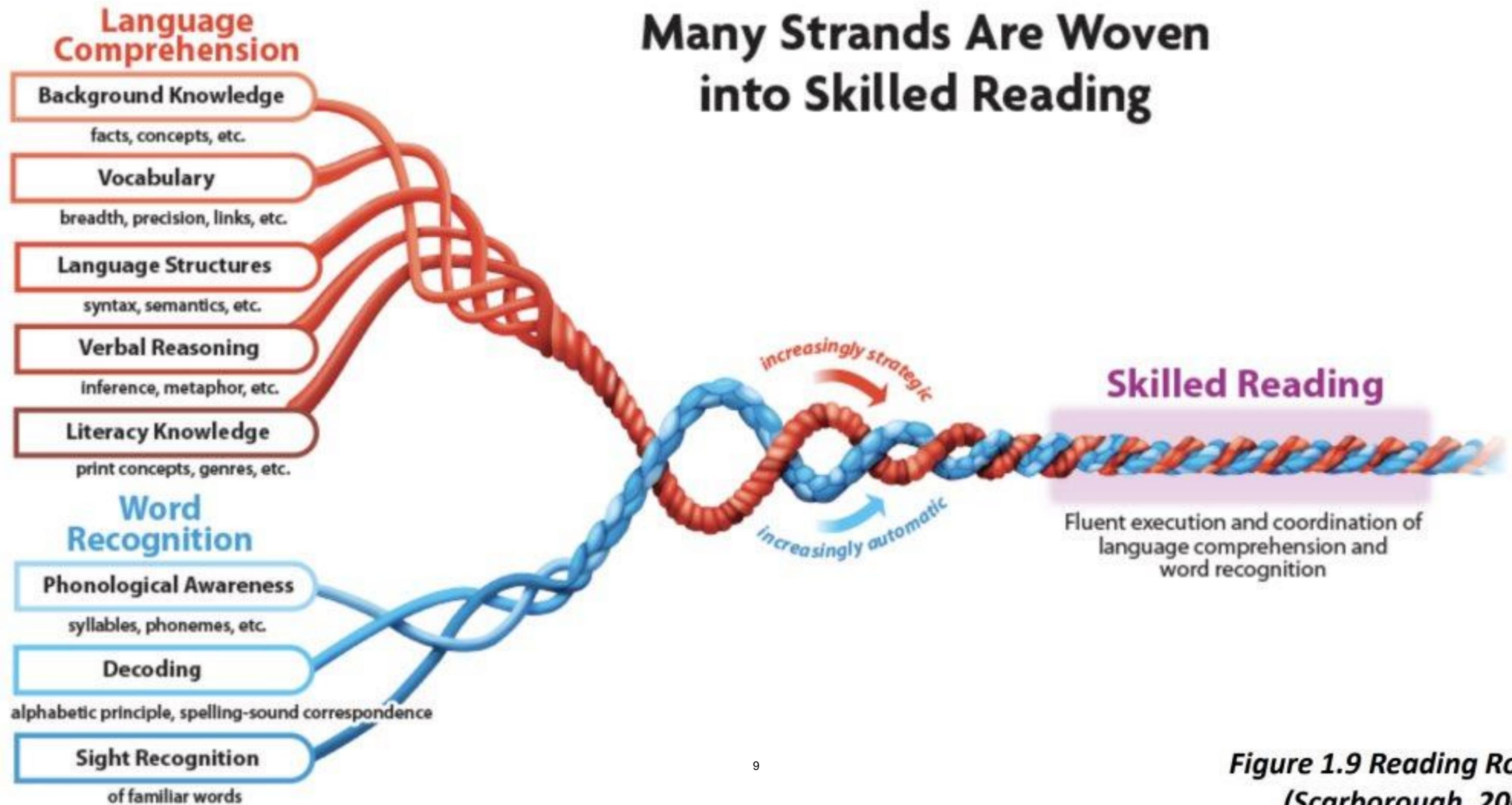   a. Write First (2 min.)
   b. Talk Second (3 min)

Activity Reflection and Discussion

Reflection Questions:

● How did it feel trying to make sense of this passage?

● What strategies helped you understand the concepts?

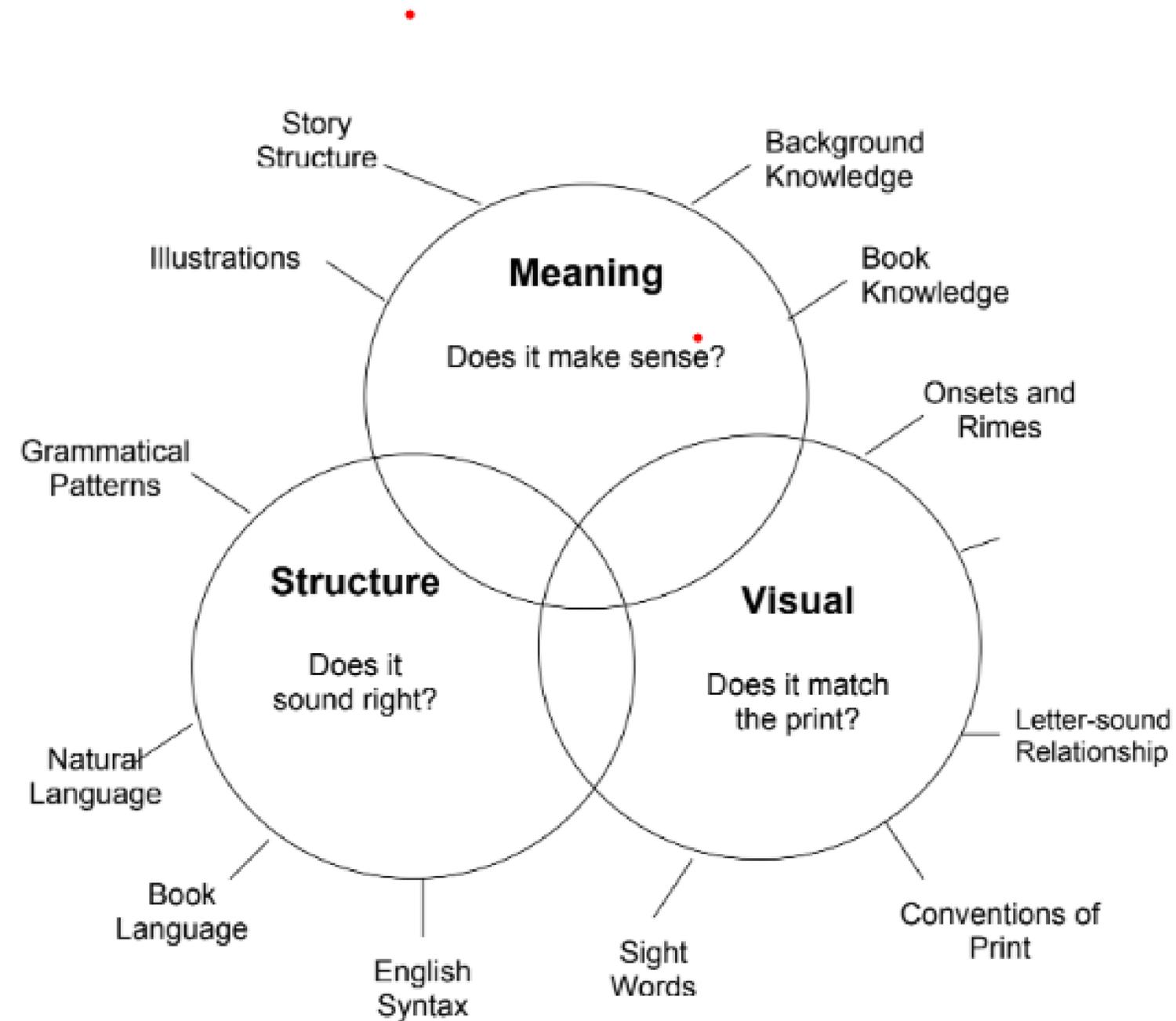● How does this experience mirror the struggles of someone learning to read complex texts?

Figure 1.9 Reading Rope
(Scarborough, 2001)

The Three Cueing System

The Three Reading Cueing Systems

- Story Structure
- Background Knowledge
- Illustrations
- Book Knowledge

Meaning — Does it make sense?

- Onsets and Rimes
- Grammatical Patterns

Structure — Does it sound right?

Visual — Does it match the print?

- Letter-sound Relationship
- Natural Language
- Book Language
- English Syntax
- Sight Words
- Conventions of Print

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Comparisons

Key Differences

- Focus on Process vs. Development:
  - The Three Cueing System focuses on *how* readers use cues in the moment.
  - Scarborough's Rope explains the *developmental process* of becoming a skilled reader over time.
- Depth of Explanation:
  - Scarborough's Rope is more comprehensive, particularly in breaking down the sub skills involved in reading development.

Summary

The Three Cueing System and Scarborough's Rope align in acknowledging the importance phonics, syntax, and semantics but differ in scope and depth. Together, they provide complementary insights into reading: one for understanding the immediate strategies and the other for understanding the developmental framework.

University of Florida Literacy Institute

Resources

Resource Title	Purpose	Type of Resource
HMH Into Reading K-5	Resources for Reading, Phonics, and Word Study	**Primary**
The Reading Minilesson Book K-5	Explicit comprehension lessons using grade level text	Supplemental
Units of Study K-5	Writing Workshop-explicit lessons per genre	Supplemental
Patterns of Power/Wonder K-5	Grammar and Mechanics lessons	Supplemental
Interactive Read Alouds	On or above grade level text read by the teacher	Supplemental
Independent Reading	Students practice reading independently applying skills and strategies taught	Supplemental
Leveled book sets (lessons plans are included)	Strategic Reading small group instruction for Tier 1 and 2	Supplemental
Leveled phonics decodables (lessons plans are included)	Strategic Reading small group instruction for Tier 1 and 2	Supplemental

Curriculum Adoption Guidelines

The commissioner of education reports the percentage of TEKS covered in each product, as determined by the state review panels. To be eligible for adoption, instructional materials must meet at least 50% of the TEKS and 100% of the required ELPS in the components intended for student use and the components intended for teacher use, be free from factual error, meet manufacturing specifications, be suitable for the intended course and grade level.

Why Supplemental Resources are Used

Waco ISD Curriculum Documents

WISD Curriculum Design Through the Years

- [2019-2020](#)
- [2020-2021](#)

  2020-2021 was the first year of implementation of the new curriculum documents

  [2021-2022](#)
- [2022-2023](#)
- [2023-2024](#)
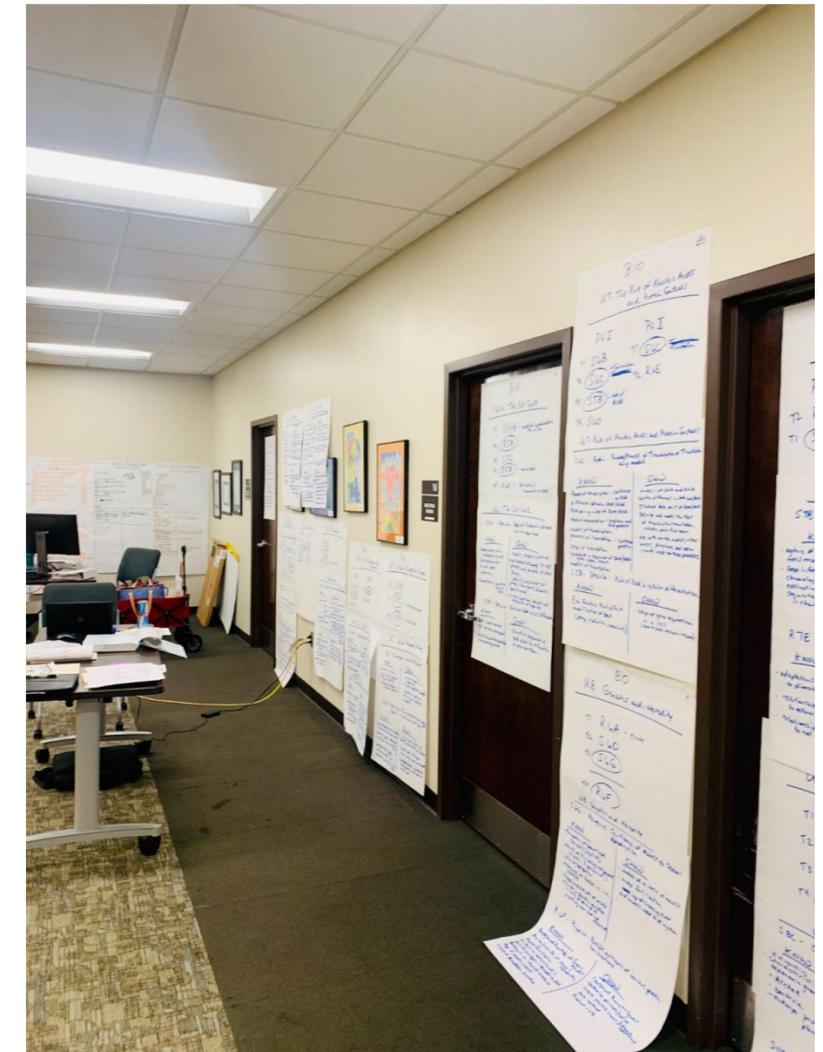
Review of Current Curriculum Documents

[(HO-2)](#)

[2024-2025](#)

Lesson Plan Design

The purpose of lesson planning is to help teachers internalize the lesson and to ultimately improve student mastery through strong Tier I instruction and response to student misconceptions.

Lesson Plan Templates

HO-4

2019-2020
2021-2024
2023-2025

The "Framework"

WISD K-5
Reading and Writing Workshops

Interactive Read Aloud	Shared Reading and Writing	Minilessons Reading and Writing	Strategic Reading and Writing (small group)	Independent Reading and Writing

Grammar and Foundational Skills
(word study, spelling, phonological awareness, phonics, fluency)
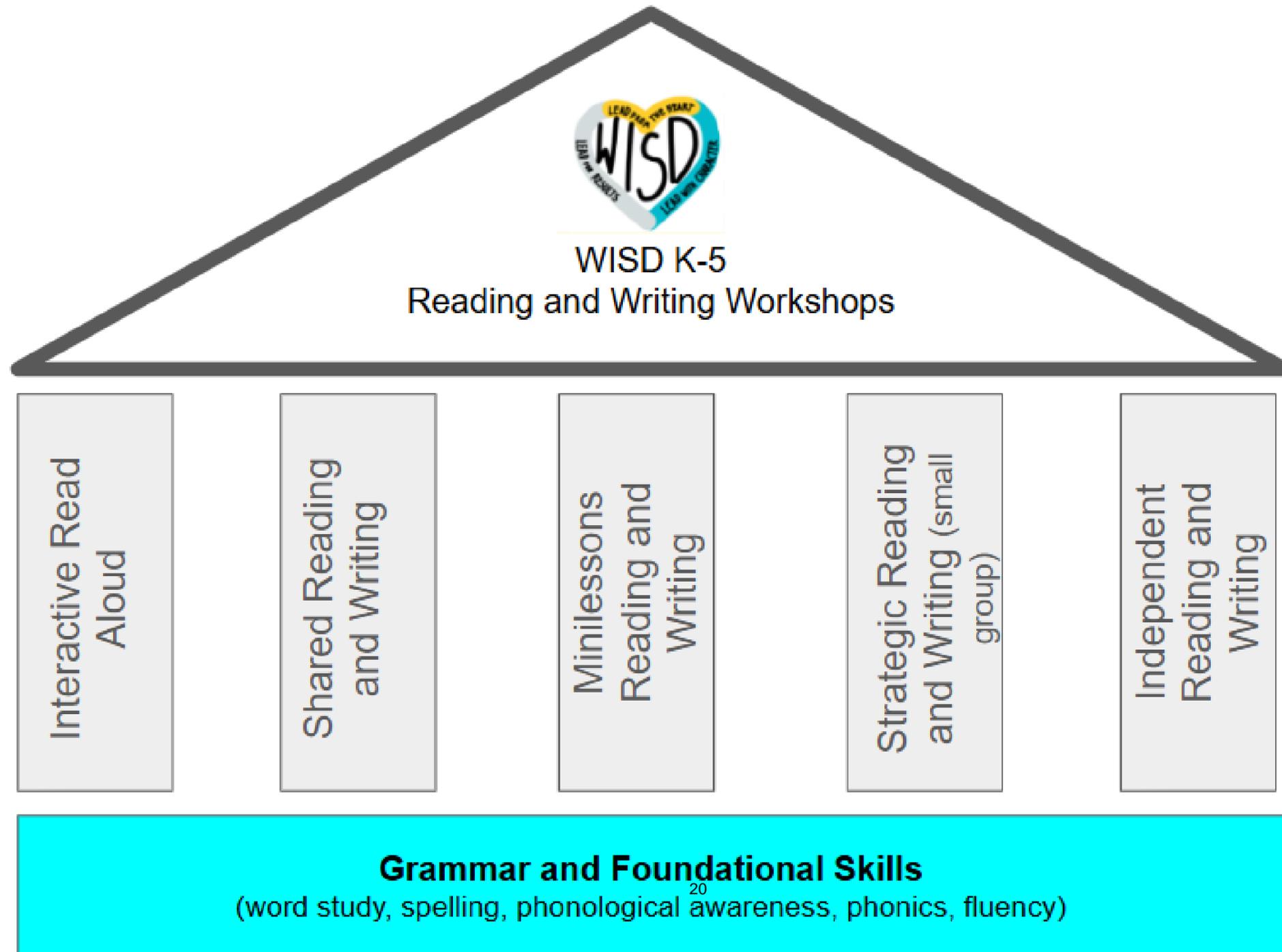
Lesson Plan Process

- [Lesson Planning Steps](#)

- Unpacking the priority standards

- Creating the unit map

- Creating an exemplar response- identify the area of productive struggle and evidence of student mastery that must be seen (This assists with planning instruction, identifying what students have mastered, and then isolating student conceptual misconceptions)

- Creating daily lesson objectives

- Identifying the formative assessment or activity that is aligned to the objective that will be used to measure student mastery.

Lesson Plan Process

Steps to Unpacking a Standard and Creating an Objective

STEP 1: Break down student expectations into Knowledge and Skills (K+S).

STEP 2: Review assessment items using Lead4ward IQ document or local assessment.

STEP 3: Adjust initial list of K+S to reflect knowledge and skills necessary to demonstrate mastery of assessment items

STEP 4: Sequence list of K+S in order that leads to mastery.

STEP 5: Adjust language of K+S to reflect criteria of a daily objective.

Example Know and Show

Curriculum Document (HO-3)

Example for the lesson today

Campus Unit Plan

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4.8C Analyze plot elements, including the rising action, climax, falling action, and resolution.

Readiness Standard

- Analyze
  PLOT ELEMENTS
  Including, but not limited to:
    - Analyzing the exposition may include:
        - Identifying significant details that describe the setting
        - Identifying significant details that describe and distinguish the characters
        - Making connections to the setting and characters
        - Identifying the conflict
        - Making connections between the conflict and the characters (and possibly setting)
        - Asking questions and making predictions about characters, conflicts, and possible upcoming events
    - Analyzing the rising action may include:
        - Making connections between the exposition and the rising action
        - Asking questions and making predictions about the events occurring during the rising action
        - Identifying significant events occurring during the rising action
        - Confirming or revising predictions about the events occurring during the rising action
        - Determining how the events are connected and how they relate to the conflict
        - Describing what happens to the character(s) because of the rising action
        - Asking questions and making predictions about the climax
    - Analyzing the climax may include:
        - Making connections between the events occurring during the rising action and the climax
        - Confirming or revising predictions about the climax
        - Understanding why the climax serves as a turning point and describing the effect on the conflict
        - Describing what happens to the character(s) because of the climax
        - Asking questions and making predictions about the falling action and resolution
    - Analyzing the falling action may include:
        - Making connections between the rising action, climax, and falling action
        - Asking questions and making predictions about the details and events occurring during the falling action
        - Identifying details and events occurring during the falling action
        - Confirming or revising predictions about the details and events occurring during the falling action
        - Determining how the events relate to the conflict/resolution
        - Describing what happens to the character(s) because of the falling action
        - Asking questions and making predictions about the resolution
    - Analyzing the resolution may include:
        - Confirming or revising predictions about the resolution
        - Determining the significance of the resolution and explaining how it resolves the conflict
        - Describing what happens to the character(s) because of the resolution
    - Analyzing all the plot elements may include:
        - Analyzing how setting and characters impact the different plot elements
        - Drawing conclusions about how the plot events establish or reinforce theme and character
        - Using well-chosen evidence from the text to support conclusions and inferences
  - Plot — the basic sequence of events in a story that includes the exposition, rising action, climax, falling action, and resolution
  - Conflict— **in literature, the opposition of persons or forces that brings about dramatic action central to the plot of a story. Conflict may be internal, as a psychological conflict within a character, or external (e.g., man versus man, man versus nature, or man versus society).**
  - Exposition — the element of plot structure that provides important details in the beginning of the story to introduce the setting, characters, background information, and details or hints about the conflict(s)
  - Rising action — the element of plot structure that develops the conflict through a series of events to build interest and/or suspense and leads up to the climax
  - Climax — the highest point in the plot where the problem/conflict reaches its peak
  - Falling action — the element of plot structure that takes place after the climax and begins to resolve the conflict(s) of the story before the resolution
  - Resolution — **the point in a literary work at which the story's problem is worked ou**

- [Lead4Ward](#) **(HO-7)**

Lesson Plan Process

Example Know and Show

Curriculum Document (HO-3)

Example for the lesson today

Campus Unit Plan

Steps to Unpacking a Standard and Creating an Objective

STEP 1: Break down student expectations into Knowledge and Skills (K+S).

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Take Handouts 3,6,and 7 with you to your chart

1. Spar: Compare and Revise
2. Compare to each other
3. Compare to the exemplar

Example Know and Show

Example for the lesson today

Campus Unit Plan

Lesson Plan Process

Daily Lesson Objective Criteria

- **Rigorous:** Vocabulary matches the standard, SE, and STAAR questions/summative assessment
- **Manageable:** Can be taught and mastered in one day
- **Distinct:** Specific to one lesson and not repeated over multiple days
- **Measurable:** Can know whether or not students mastered the daily objective
- **Data-Driven:** Rooted in what students need to learn based on analysis of student work, formative assessment(s), and/or summative assessment(s)

HO-5 (Blank Lesson Plan)
Reading Minilessons (HO-8)
Lesson Plan Template with Objectives

Lesson Plan Process

Formative Assessment Task Success Criteria

- Aligns to the objective and upcoming assessment.
- Assesses what is most important.
- Short and Sweet: feasible to grade/evaluate before the next school day.
- Varied in format: provides a complete picture of what students understand related to demonstration of mastery of the daily objective.
- Varied in level or rigor: differentiated to help assess the depth of understanding.
- Able to be completed independently.

HMH
Reading Minilessons
Lesson Plan Template with Objectives

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Lesson Plan Process

Teacher Exemplar Response

- Demonstrates full mastery of the assessment item
- Aligns to ideal performance task response
- Illuminates work done to solve problem as much as possible
- Contains evidence of success criteria

Success Criteria

- Observable in the student's response
- Lists the qualities that must be present in student response
- Student-friendly language
- Aligns to the objective and teacher exemplar response
- Does not state steps for completing the task but considers process for demonstrating learning

- Start from the teacher exemplar
  o "What are the keys to an ideal answer?"
  o "An exemplar needs to include…"
  o "How does this align to the standard?"

Lesson Plan Template with Objectives
Teacher Lesson from WISD Exemplar

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Student Mastery

Core Idea:

When you start from the exemplar, your analysis becomes exemplary.

See The Gap
- Start with the medium (almost mastered)
  - "What are the gaps that we see between the Ms and our student/teacher exemplar?"
  - Analyze process and content: "What do we see students doing that led to this error?"

- Name the error <u>&</u> the conceptual misunderstanding:
  - Establish norms for analysis: state both the error and the misunderstanding
  - What is the conceptual misunderstanding that is evident from the student error?
  - Plan the exact part of the standard that needs to be retaught rather than reteaching the ENTIRE standard again.

Principal Feedback

- **2022 Data**
- **Bonnie Trammell- West Avenue Elementary**
- **Sharina Hubbard- Dean Highland Elementary**
- **Amy Atnip-South Waco Elementary**
- **One-pager**

Job-Embedded Support & Ongoing Professional Development

- Coaching
- Professional Learning Communities
- Instructional Specialist/MCLs
- Leadership Meetings
- Face-to-Face Training
- Differentiated PD