

**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: December 17, 2024

Contact Person: Dr. Deena Cornblum

RE: Review and Discuss Curriculum and Planning Overview

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Background Information:

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.

Fiscal Implications:

N/A

Administration Recommendations:

No action required



wisEd



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

HO-

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)

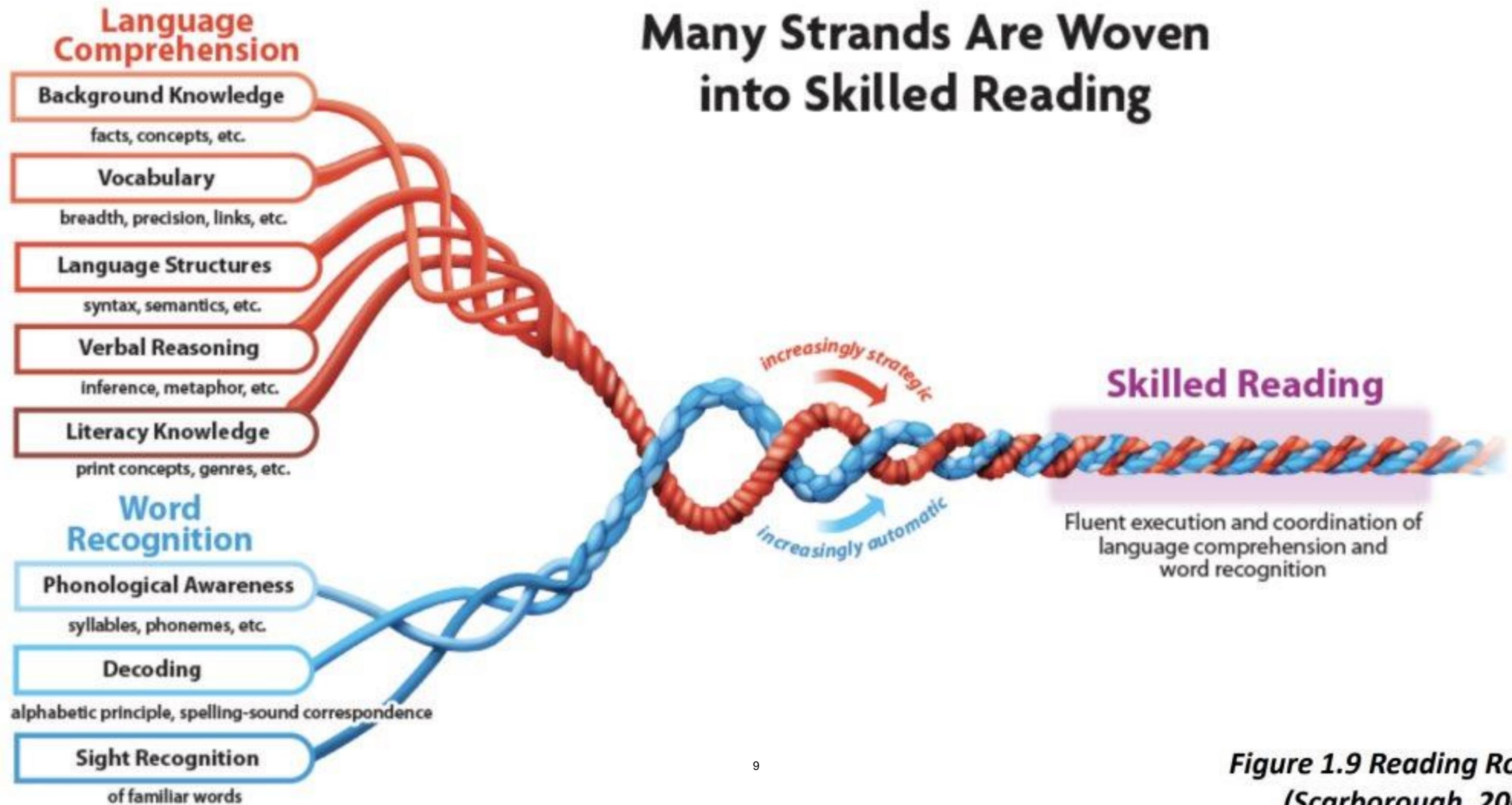


Reflection Questions:

- 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?



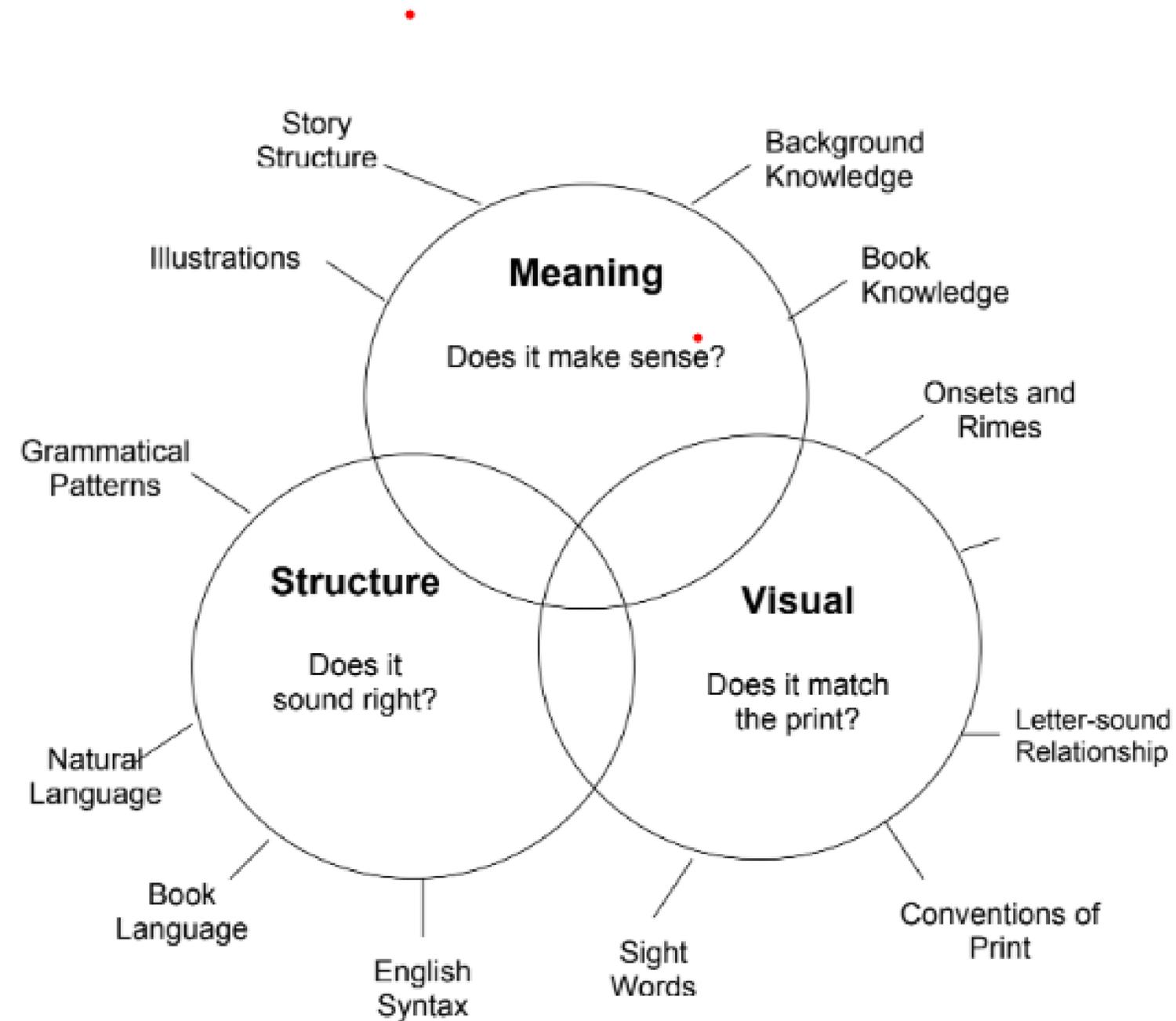
The Science of Teaching Reading



*Figure 1.9 Reading Rope
(Scarborough, 2001)*

The Three Cueing System

The Three Reading Cueing Systems



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.



Resources

Resource Title	Purpose	Type of Resource
HMH Into Reading K-5	Resources for Reading, Phonics, and Word Study	Primary
The Reading Minilessons 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

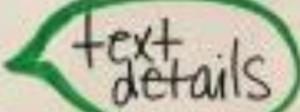
Curriculum Adoption Guidelines

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

Readers make **Inferences**

soys + means =  new idea

1. Read the text.
2. Read the question.
3. List relevant  text details.
4. Put thoughts together.
 - When this happens so does...
 - I'm thinking...
 - These are signs of...
 - This reminds me of...
5. Determine what they  mean.

Make Inferences

LESSON 11 SHARED READING MINILESSON

READING WORKSHOP

LEARNING OBJECTIVES

- Make inferences and use evidence to support understanding.
- Use text evidence and background knowledge to develop understanding.
- Discuss the selection, listen actively, and make relevant comments.
- **Language** State inferences using academic language.

MATERIALS Online Ed

- Anchor Chart 7: Make Inferences
- Anchor Chart 33: How to Have a Discussion
- Printable: Anchor Chart 7: Make Inferences; Anchor Chart 33: How to Have a Discussion
- Teaching Pal: Book 1, pp. 76–99
- myBook: Book 1, Scaredy Squirrel, pp. 76–99
- Display and Engage: Meet the Author 1.11

INSTRUCTIONAL VOCABULARY

- **background knowledge** what is already known about a topic
- **evidence** context clues or details that support an answer or idea
- **experience** something that has happened to you
- **inference** a guess made based on context clues and what they already know

Make Inferences

Step 1 Connect and Teach TEKS 3.0F, 3.7C, ELPS 4D, 4F

Anchor Chart 7: Make Inferences Online Ed

Authors may not tell everything in a text. Sometimes you have to **make inferences** to fill in the holes.

Use clues from the text plus what you know to make inferences.

Text Evidence + Background Knowledge = understanding

- Tell students that they are going to read a fantasy story called *Scaredy Squirrel* by Mélanie Watt. Point out that fantasy stories often include parts that are real along with ideas that the author makes up. Good readers combine what they know from real life with what the author says to **make inferences** about the text.
- Project or display Anchor Chart 7: **Make Inferences**. Use the equation to present the process good readers use to understand a text.
- Explain that readers combine **text evidence** with their own **background knowledge** and **experience** to understand ideas that the author does not state.
- Tell students that they will practice making inferences when they read *Scaredy Squirrel*.

Step 2 Apply to Text TEKS 3.6A, 3.6F, 3.7C, 3.7E, ELPS 1A, 4D, 4F, 4G, 4I

In your **Teaching Pal**, pages 76–98, use the blue **READ FOR UNDERSTANDING** prompts and the red **Notice & Note** prompts to read *Scaredy Squirrel* as students follow along and annotate their *myBook*.

- **Genre Study** Guide students through the genre information on page 76.
- **Set a Purpose** Read the Set a Purpose section on page 76. Prompt students to set their own purpose for reading *Scaredy Squirrel*.
- **Meet the Author and Illustrator** Project Display and Engage: **Meet the Author 1.11** and read the information aloud with students. Ask students how they know that Mélanie Watt considers *Scaredy Squirrel* an interesting character. If needed, point out that she has written multiple books featuring the character.
- **Read and Comprehend** Use the **READ FOR UNDERSTANDING** routine to guide students to read the selection. Pause occasionally, using the blue and red prompts in your **Teaching Pal** to gauge students' understanding and to have them make inferences. As students make inferences, have them refer back to the Anchor Chart as a reminder to use both text clues and background knowledge or experience.

Step 3 Engage and Respond TEKS 3.1A, 3.1C, 3.7E, 3.7F, 3.7G, ELPS 2I, 3E, 3F, 3H, 4G

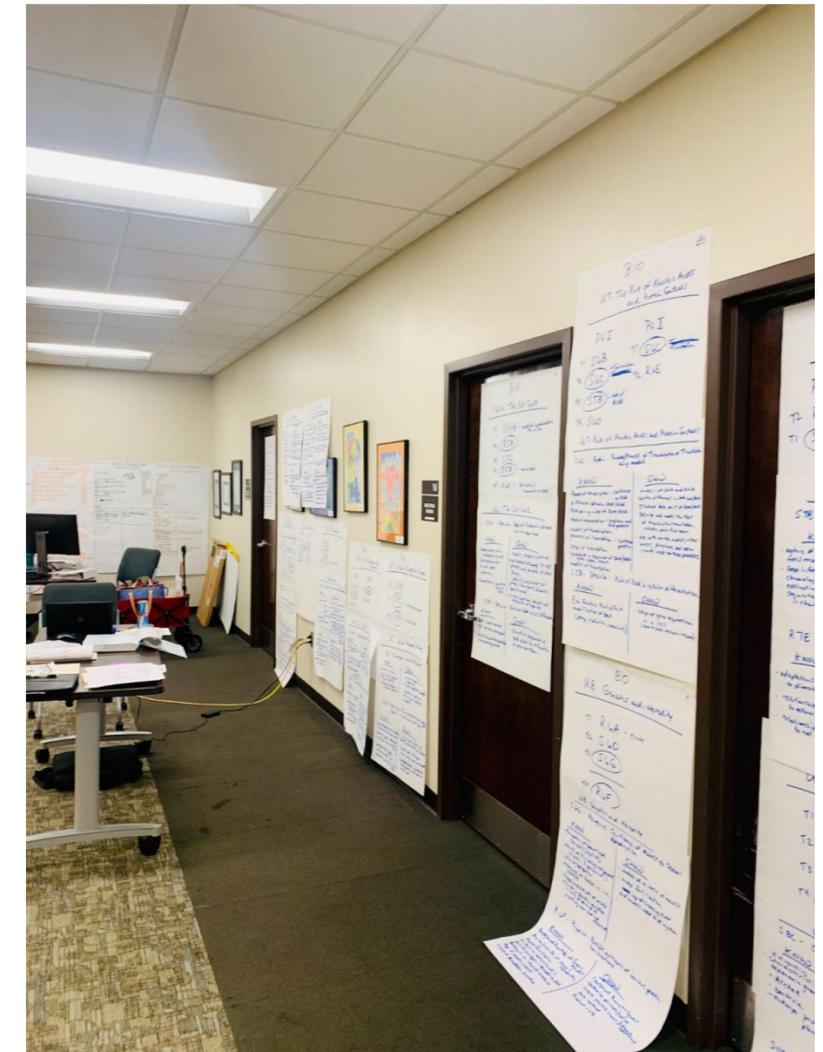
INDEPENDENT PRACTICE: Speaking and Listening

- Display and review Anchor Chart 33: **How to Have a Discussion**.
- After reading, use the **COLLABORATIVE DISCUSSION** routine with the Collaborative Discussion questions on **Teaching Pal** and *myBook* page 99. Have students annotate their *myBook* with details from the text and visuals as evidence to explain their responses.
- Ask volunteers to read aloud the Speaking and Listening Tips. Remind students that making eye contact shows speakers that listeners are paying attention and often reveals their reactions.
- Have students use the newly-acquired Critical Vocabulary and content-area words in their discussion, as appropriate.
- You may want to have students conduct their discussions during daily small-group time.

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 2-3



Curriculum Resources

[\(HO-2\)](#)

[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

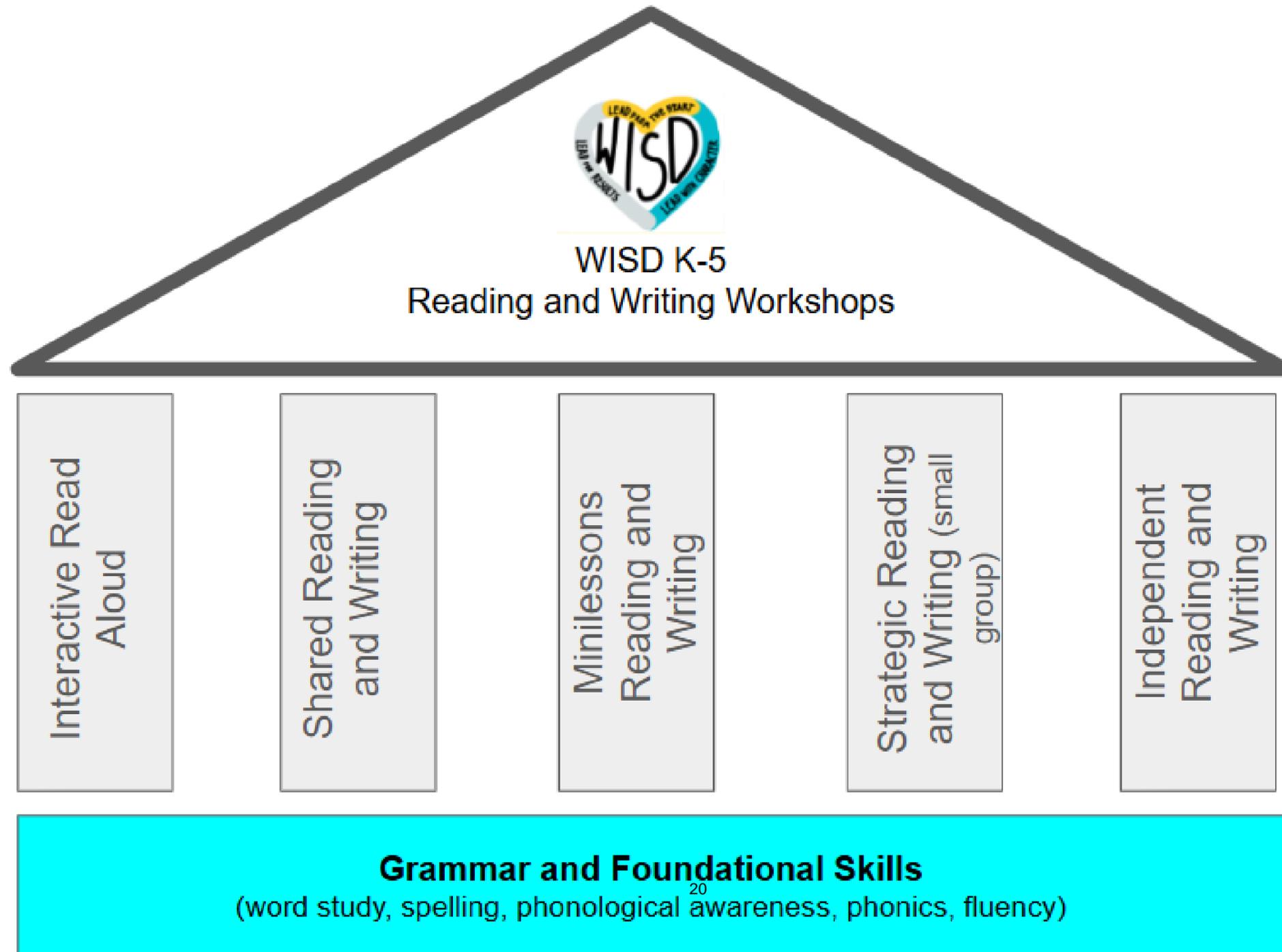
HO-4

2019-2020

2021-2024

2023-2025

The “Framework”



Lesson Plan Process

H0-5

- [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

HO-5

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](#)

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 out**

• **Lead4Ward (HO-7)**



Lesson Plan Process

HO-5

Steps to Unpacking a Standard and Creating an Objective

[Example Know and Show](#)

[Curriculum Document \(HO-3\)](#)

[Example for the lesson today](#)

[Campus Unit Plan](#)

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

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

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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.

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

Lesson Plan Process

H0-5

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

HO-4, 5, 8 &-

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

HO-4 & 5

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.

Lesson Plan Process

HO-4 & 5

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
 - “What are the keys to an ideal answer?”
 - “An exemplar needs to include...”
 - “How does this align to the standard?”

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 & 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

Thank you!