

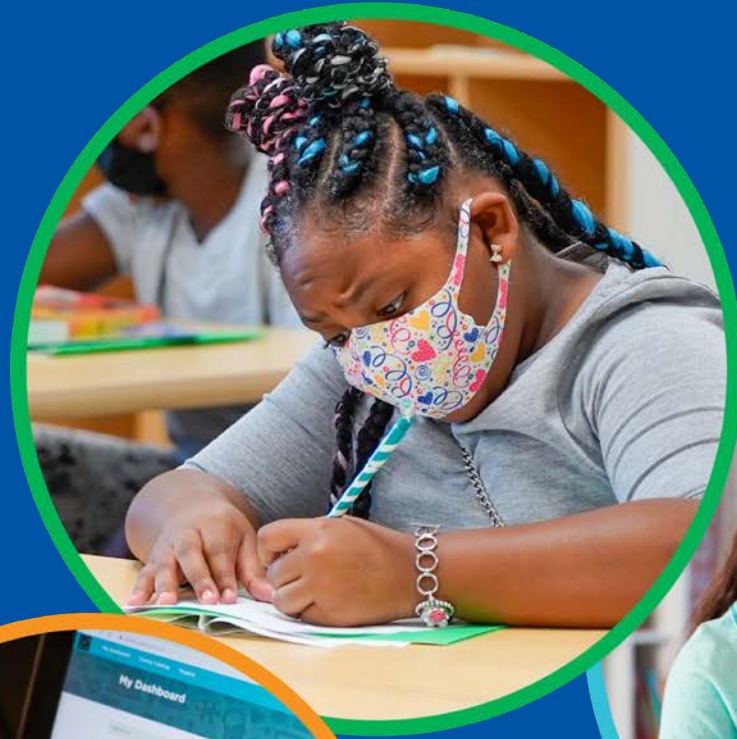
Blended Learning

November 4, 2020

BACKPACKS ON

LAPTOPS OPEN

FUTURES
BRIGHT!



PREPARING STUDENTS
FOR LIFE

Alignment to Strategic Plan

Student-centered Decision Making

— We put students first

1.A: Show progress on the Superintendent's Academic Scorecard, which includes measurable and ambitious academic goals for kindergarten, third grade, sixth grade, ninth grade, Advanced Placement, ACT, graduation rates, and acceptance into a 3E pathway — enrolled, enlisted or employed.

1.D: Reduce the learning gap in English-Language Arts for English Learners from 7.6 Performance Index (PI) points to 0, and for Students with Disabilities from 18.3 PI points to 0.

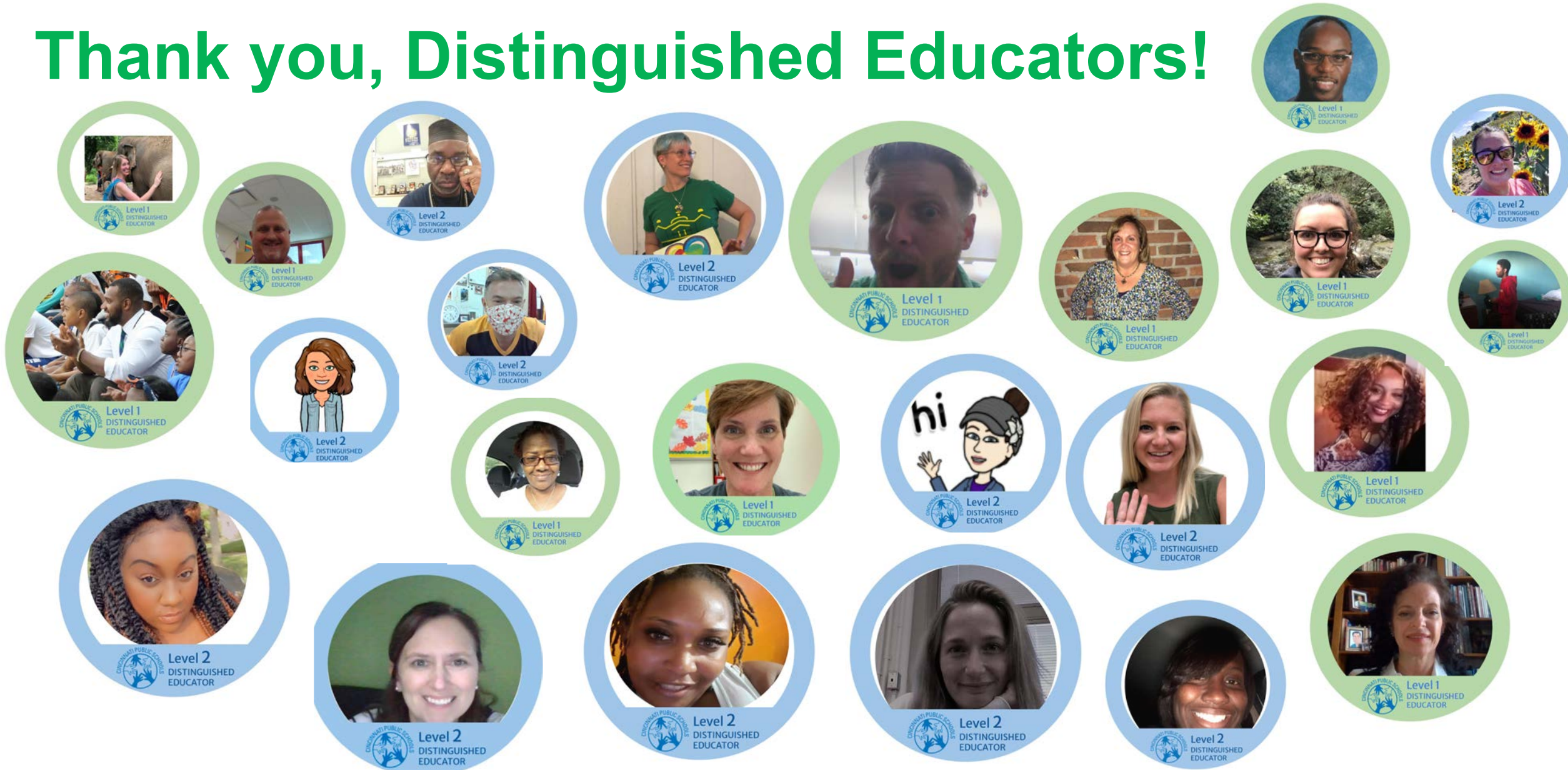
1.E: Reduce the learning gap in math for English Learners from 4.1 PI points to 0, and for Students with Disabilities from 14.4 PI points to 0.

3 Key Messages

1. Agility
2. Accelerating learning for EVERY child
3. Collaborating with community



Thank you, Distinguished Educators!



BACKPACKS ON | LAPTOPS OPEN | FUTURES BRIGHT!

Every child, **regardless of circumstances**,
receives on-grade level, high-quality
curriculum, instruction and technologies.

Call to Action 1

Find new ways our students can see themselves and other cultures in their learning.

Call to Action 2

Spend the vast amount of instructional time engaging learners in on-grade level work by prioritizing critical work of the grade.

Call to Action 3

Address unfinished learning with precision and only as necessary (just in time, opposed to just in case.)

CPS T & L Systems Outcomes Key Driver Diagram (KDD)

Accountable Leader(s): Emily Campbell

Revision Date: v10.14.2020

Global Aim

Accelerated Learning Equity Statement:

Every child, regardless of circumstances, has access to on-grade level, high-quality, standards-aligned curriculum, instruction and technologies.

Strategic Goals

With the belief that teachers have the number one impact on student achievement and principals have the number one impact on teachers, we will improve academic outcomes:

All children read by the end of first grade!

Increase Literacy outcomes by 10 percentage points as evidenced by MAP, KRA, OST and EOC (Preschool - 3rd - 6th - 9th Grade.)

Increase Math outcomes by 10 percentage points as evidenced by OST and EOC (K - 3rd - 6th - 9th.)

Increase ACT Composite Score from 18.6 to 19.1 by Spring 2021.

Decrease AP disparities by increasing percentage of AA students in AP courses by 2020-2021.

Close the academic gap between African American, Latinx and Caucasian students as evidenced by AMO "maintain B"

Increase graduation rate to 85%.

Activated Students and Families

**Instructional Practices -
Learning is Visible**

**Safe and Healthy Culture for
Learning**

**An Antiracist and Equitable
System**

On-Grade Level Work

**Data-Informed Decision Making
for Instruction**

**Distributed Instructional
Leadership**

**Accelerated Learning
Key Drivers**

**Community of Equity and
Excellence**

**Our Students See
Themselves and Others**

**Focus on Critical Work of
Grade**

**Unfinished Learning
Addressed with Precision**

**Frequently Occurring
Planning Cycles**

Project Portfolio

**Communication, Guides
and Organized
Resources**

Schoology Units
Translating to Echo when
necessary.

Adopted Curriculums

**Distinguished Educator
Program**

Social Studies Audit
Inclusive of African American
Studies.

**ELA SEL/ SJ/ Book
Project**



PREPARING STUDENTS
FOR LIFE

Accelerating Learning



Why Accelerated Learning?

“A recent study predicted that students will experience a learning loss of 30% in reading and 50% in math as a result of the crisis.” TNTP

Grade-level content is the academic priority.

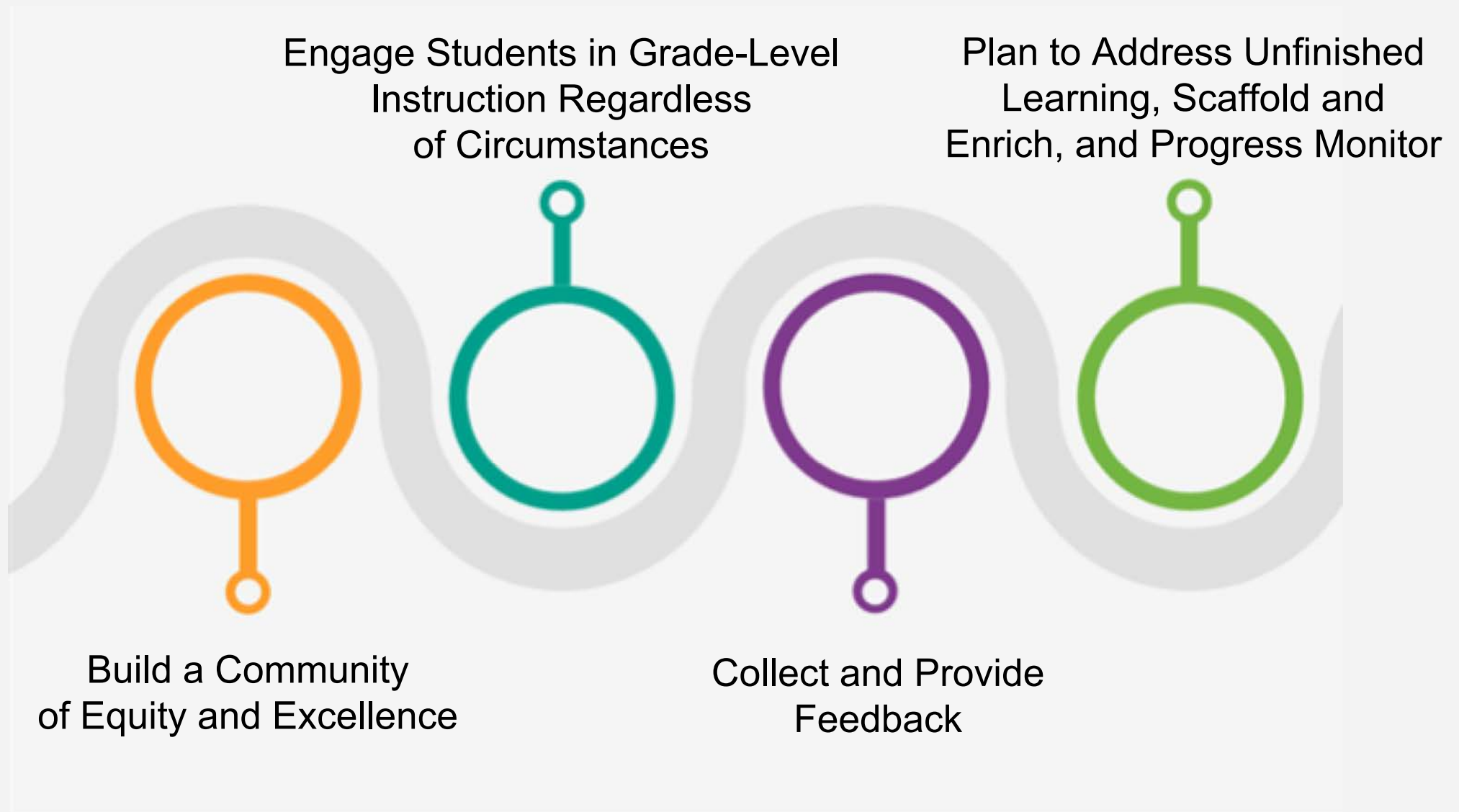
Address inequities head-on.

“The primary focus of remediation is mastering concepts of the past. ACCELERATION, on the other hand, strategically prepares students for success in the present.”

Accelerated learning and strong instruction are interdependent.



Accelerated Learning Components



Accelerated Learning in Action

Accelerated Learning in Action

November 4, 2020

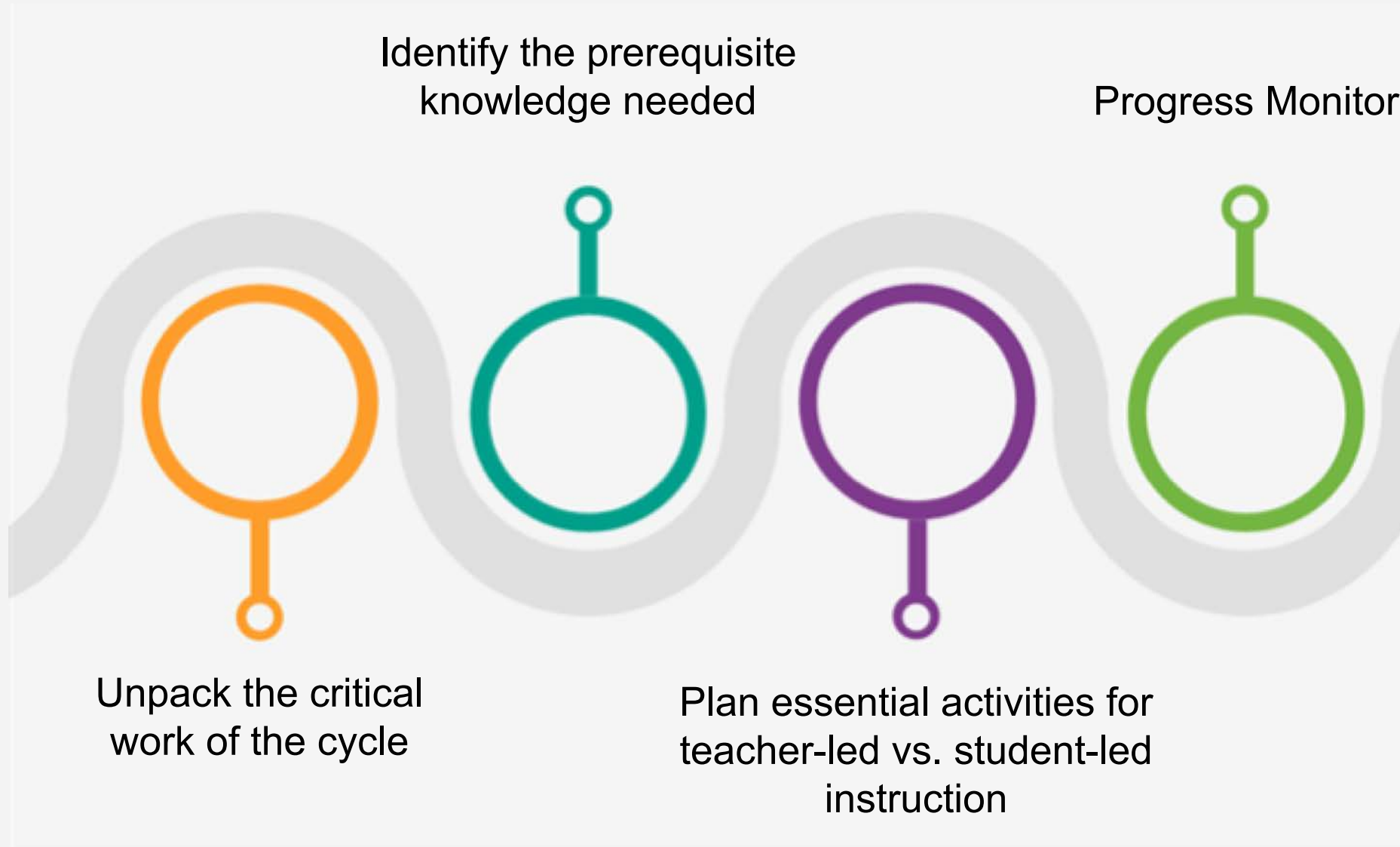
BACKPACKS ON
LAPTOPS OPEN
FUTURES BRIGHT!



 **PREPARING STUDENTS FOR LIFE**

Accelerated Learning Components:

Two Week Instructional Cycles



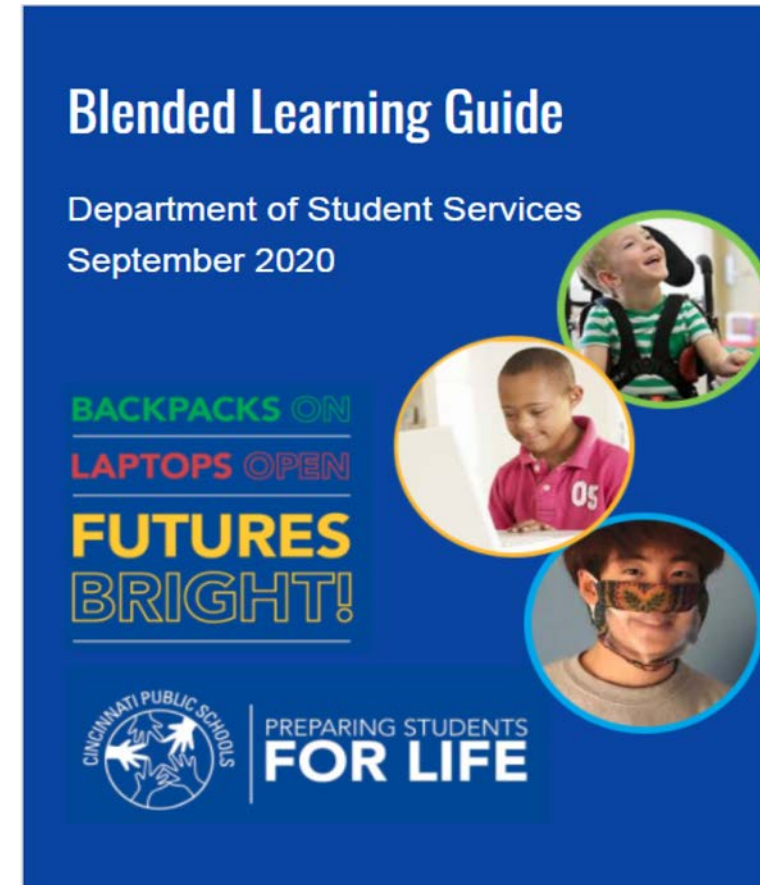
Supporting Teachers in the Blended Learning Environment



PREPARING STUDENTS
FOR LIFE



Supporting Educators in a Blended Learning Environment



Continued Professional Learning Opportunities

October 26, 2020

	Level of Skill or Knowledge at the Start of the Course	Level of Skill or Knowledge at the End of the Course	I have actionable steps as a result of this Course
Excellent	14%	23%	28%
Very Good	29%	46%	41%
Satisfactory	32%	23%	21%
Fair	14%	6%	7%
Poor	9%	2%	3%

Considerations Supporting Students with Disabilities

- The majority of students with disabilities continue to receive accommodations, modifications and supports in the same learning environment as their peers
- Students in specialized classrooms attend in-person four days per week (1-4 schedule)
- IEP teams will coordinate with families to determine the need for recovery services

Considerations Supporting English Learners

- Some of our Students with Limited or Interrupted Formal Education (SLIFE) are attending in-person four days per week
- English learners attending in the 1-2-2 model continue to receive the supports and accommodations outlined in their Limited English Proficiency Accommodation Plan (LEP Plan)

Considerations Supporting Gifted Learners

- Resources for academic enrichment are being shared with general education teachers through professional development
- Gifted intervention specialists are providing enrichment supports on students' at-home learning days
- Resources for academic enrichment are being shared with school buildings upon request



PREPARING STUDENTS
FOR LIFE

K-3 Science and The WAVE Foundation



K-3 Science Schoology Course

Addresses ALL Science Standards for K-3rd Grade: Life Science, Physical Science, and Earth and Space Science Standards

Aligns to CPS' Goal: Every Child Reads

- Builds Oral Vocabulary
- Builds Background Knowledge

There are 136 members in this course and the number is increasing daily.

- Self-Contained Teachers
- Intervention Specialists
- Departmentalized Teachers
- Special Education Teachers

Teacher Feedback

“I’m excited to have science lessons that the children can see themselves in! Using Newport Aquarium and the videos about weather in Cincinnati, where they can see the city in the background, is amazing! I’m excited to do these with my students and help them connect science and their everyday lives! The lessons are straightforward and easy to assign on Schoology... I have really challenged my second-graders with technology this year, and they surprise me everyday!”

~Nichole Ober, 2nd Grade Teacher at Carson School

“These lessons look great. I'm honestly really impressed with how thoughtful you all have been with the kindergarten lessons to make the content accessible to the kids. I teach Kindergarten and this is often the problem for our little people who can't read. Off the bat I don't know if there is something I would change, but I will definitely use these lessons.”

~Kindergarten Teacher at John P. Parker School

Building Oral Vocabulary & Background Knowledge

 **Explore More:**

Essential Question: How can you make observations about animals to answer your own questions about inherited versus learned behaviors?

Watch: Watch the short video below. Consider the difference between inherited and learned behaviors.



Post: On the class discussion board, post your claim/predictions about why the shark rays spend more time swimming at the bottom of the water than at the top. Then, state what evidence you see in this video and a reason why you think your claim is correct.

 **Lesson Learning Goals**

- I will understand the difference between learned and inherited behavioral traits.
- I will use evidence to answer my own questions about animal behavior.
- I will understand and use the scientific investigation process of QCER (Question-Claim-Evidence-Reasoning).

 **Jump Start:**

Essential Question: What is weather and how does it change in a day or a year?

Watch: Follow along in the video below reading the book "Tap Tap Boom Boom" by Elizabeth Bluemle



 **Lesson Learning Goals**

- I can observe how weather can change daily and across the year.
- I will draw and describe my observations.
- I will count and add objects and numbers under 20.

 **Lesson Vocabulary**

- Weather - daily conditions outside (i.e. rain, snow, wind, sun, clouds, fog, and hail)
- Seasons - changes in weather throughout the year

 **Lesson Checklist**

1. **Read/Watch** "Tap Tap Boom Boom"
2. **Watch** the video describing your weather tracking activity.
3. **Observe** the weather outside for 5 days
4. **Join** for the class discussion about your weather watching
5. **Record and Post** how you measured a weather event at home
6. **Complete** the Weekly Weather worksheet

Next steps

- Analyzing our impact with student achievement
- Supporting teachers and principals in accelerating learning
- Strengthening our communication practices

BACKPACKS ON | **LAPTOPS** OPEN | **FUTURES** BRIGHT!

Visit **CPS-K12.ORG/NEWS/BACKTOSCHOOL**
for more information.



/CincinnatiPublicSchools



/user/lamCPS



@lamCPS



@lamCPS



PREPARING STUDENTS
FOR LIFE