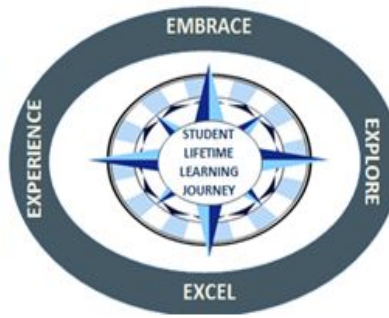


# ELA and Math Scope and Sequence PM Presentation 5.26.22





SSFUSD Vision



### LCAP GOAL 1

#### Academic Achievement

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

### LCAP GOAL 2

#### Professional Development

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

### LCAP GOAL 3

#### Student, Parent & Community Engagement

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

### District Priorities

Improve Curriculum, Instruction & Assessment

Bolster Professional Learning and Collaboration

Strengthen Leadership Capacity

SSFUSD

# STRENGTHENING OWL SYSTEMS

## the GAS TANK

**BENCHMARKS**  
checking student progress toward goals.

HOW CAN WE LEVERAGE DATA?

## the STEERING WHEEL

**INSTRUCTION**  
guiding our learning objectives  
ENGAGES US + TAKES US FORWARD

## the GPS

**NAVIGATION**  
our goals  
LCAP, DEPT., SITE, TEAM, TCHR.

FFME - A PROCESS TO DETERMINE WHAT TOOL, PRACTICE SERVICE WILL HELP US SOLVE OUR IDENTIFIED NEED

WHAT IS OUR ACTION PLAN?

HOW DO WE REFLECT + RELENTLESSLY FOLLOW UP?

## the SEATS

**CURRICULUM**  
defines the skills to be taught  
STANDARDS, RIGOR, RELEVANCE



## the ENGINE

**PERFORMANCE MANAGEMENT MEETINGS**  
showcasing data + progress  
ILTs, PLCs, DEPT. MEETINGS

Experience  
Explore  
Embrace  
Excel

## the WHEELS

**SYSTEMS OF ASSESSMENT**  
sets the pace

WHAT QUESTIONS HELP US DETERMINE ROOT CAUSES OF PERFORMANCE?

# EQUITY

## the MIRRORS

**PROFESSIONAL LEARNING SYSTEM**  
reflecting + growing in our professional practices



# Outcomes

- Review the What and Why Regarding Scope and Sequence
- Review the Process to Develop the Scope and Sequence
- Provide an Update on the Progress of the ELA and Math Scope and Sequence
- Discuss Draft Scope and Sequence Implementation Plan
- Provide Update on Elementary Report Card Revisions



# ELA and Math Scope and Sequence Update



# Guaranteed and Viable

*A guaranteed and viable curriculum is [one of] the number one factor[s] impacting student achievement. (Marzano, 2003)*

## **Guaranteed**

Students are exposed to essentially the same standards, knowledge and skills and the opportunity to learn no matter the teacher or school.

## **Viable**

All students are provided enough instructional time to learn the priority standards.



# Professional Learning Communities' Four Essential Questions

- 1. What do we want all students to know and be able to do?**
- 2. How will we know if they learn it?**
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

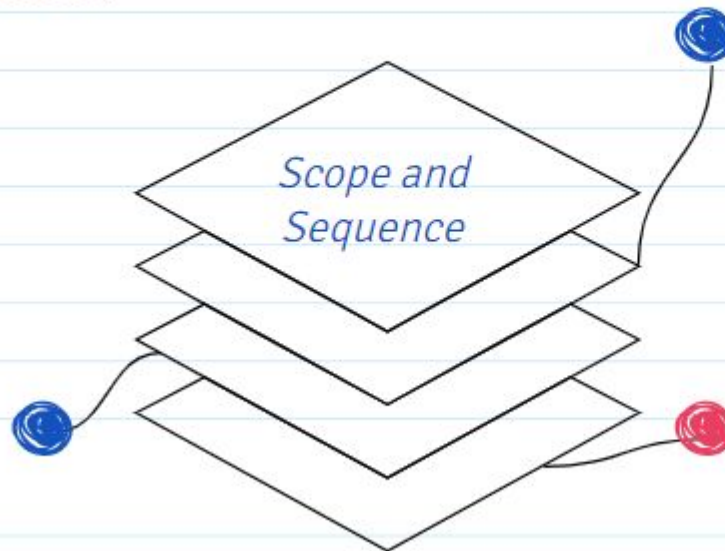


# What is Scope and Sequence?

A **guide** for long term and short term teaching plans that includes:

3. Common Assessments

2. Aligned Curriculum and Resources

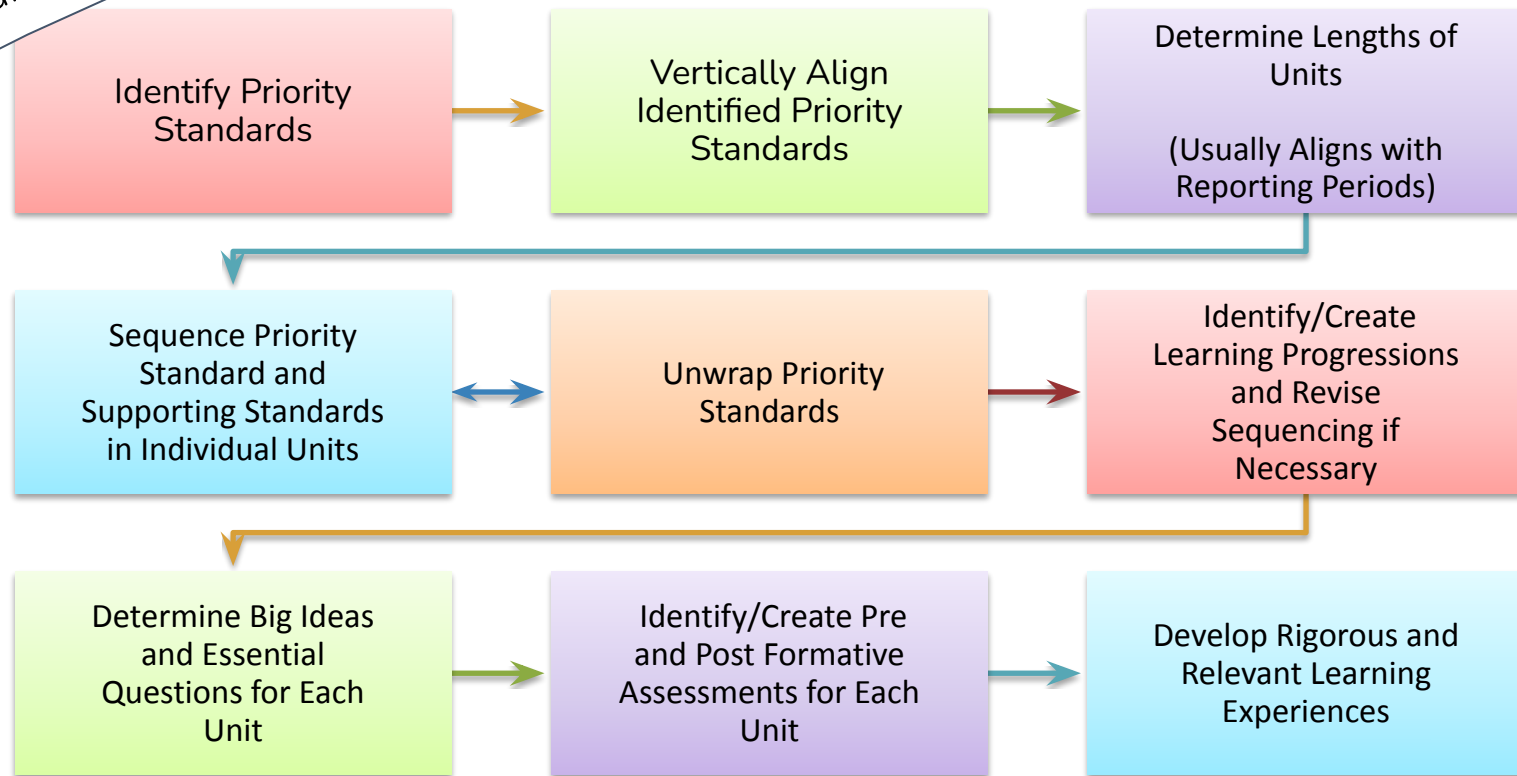


1. Priority Standards



# Process Overview

2020: Align with  
**Achieve the Core**  
guidance





# Priority Standards Launch Document

## PLC Question #1

*Priority Standards do not represent all that you are going to teach.*

*They represent the minimum a student must learn to reach high levels of learning.*



## South San Francisco Unified School District 1ST GRADE ELA Scope and Sequence Launch Document

Timeline	Trimester 1 (August - November)	Trimester 2 (November - March)	
Link to Plan	<a href="#">Trimester 1 Plan</a>	<a href="#">Trimester 2 Plan</a>	<a href="#">Tr</a>
Priority Common Core Standards	*Reading Foundational Skills		
	<b>Print Concepts</b> <b>CCSS.ELA-LITERACY.RF.1.1.A</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		
	<b>Phonological Awareness</b> <b>CCSS.ELA-LITERACY.RF.1.2.B</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  <b>CCSS.ELA-LITERACY.RF.1.2.D</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>Phonological Awareness</b> <b>CCSS.ELA-LITERACY.RF.1.2.A</b> Distinguish long from short vowel sounds in spoken single-syllable words	
	<b>Phonics and Word Recognition</b> <b>CCSS.ELA-LITERACY.RF.1.3.B</b> Decode regularly spelled one-syllable words.  <b>CCSS.ELA-LITERACY.RF.1.3.G</b> Recognize and read grade-appropriate irregularly spelled words.	<b>Phonics and Word Recognition</b> <b>CCSS.ELA-LITERACY.RF.1.3.A</b> Know the spelling-sound correspondences for common consonant digraphs.  <b>CCSS.ELA-LITERACY.RF.1.3.C</b> Know final -e and common vowel team conventions for representing long vowel sounds.  <b>CCSS.ELA-LITERACY.RF.1.3.F</b> Read words with inflectional endings.  <b>CCSS.ELA-LITERACY.RF.1.3.G</b>	<b>Phonics and Word Recognition</b> <b>CCSS.ELA-LITERACY.RF.1.3.A</b> Know the spelling-sound correspondences for common consonant digraphs.  <b>CCSS.ELA-LITERACY.RF.1.3.C</b> Know final -e and common vowel team conventions for representing long vowel sounds.  <b>CCSS.ELA-LITERACY.RF.1.3.F</b> Decode two-syllable words by breaking the words into syllables.



# Aligned Curriculum/Resources

District adopted or supported curriculum and resources that align to priority standards



## South San Francisco Unified School District Unit Plan 3RD GRADE MATH TRIMESTER 1

### 3.OA.A Represent and solve problems involving multiplication and division.

Priority Content Standard	Math Expressions/Think Central	Learning Activities / Additional Resources
<a href="#">3.OA.A.1</a> Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i>	<u>Unit 1</u> Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, 18, 19 <u>Unit 2</u> Lessons 2, 4, 7, 9, 10, 11, 13, 15  <a href="#">Standard 3.OA.1 Quiz (Homework)</a>  <a href="#">Standard 3.OA.1 Quiz (Tests and Quizzes)</a>	<u>SVMi</u> <ul style="list-style-type: none"> <li>• <a href="#">Searchable database of I</a></li> <li>• Check <a href="#">Staff resource hub</a> username/password</li> </ul> <u>iXL</u> <ul style="list-style-type: none"> <li>• <a href="#">Best Practices</a></li> <li>• <a href="#">Skills by CommonCore Standards</a></li> </ul>
<a href="#">3.OA.A.2</a> Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned	<u>Unit 1</u> Lessons 4, 5, 6, 7, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19	



# District Common Assessments

## PLC Question #2

**How do we know if they learner it?**

*The evidence suggests that, when well implemented, using formative assessment to guide teaching and learning consistently results in larger gains than any other educational intervention.*

- Reeves



### South San Francisco Unified School District 6TH GRADE ELA Scope and Sequence for 202





(Refer to [Achieve the Core](#) to understand the rationale for chosen priority

Timeline	Q1	Q2	Q3
Common Formative Assessments	<a href="#">6th Q1 District Common Assessment</a>  <a href="#">Answer Key</a>	<a href="#">6th Q2 District Common Assessment</a>  <a href="#">Answer Key</a>	<a href="#">6th Q3 District Common Assessment</a>  <a href="#">Answer Key</a>

- Are high quality assessments aligned to priority standards
- Support collaboration across and within sites
- Provide reliable evidence to determine the impact of instructional practice on student learning







# Elementary ELA

Elementary ELA	
<b>Launch Documents Finalized</b> (Priority Standards Identified and Sequenced)	
<b>District Common Assessments Completed</b>	
<b>Unit Documents Completed</b> (Curriculum /Resources Aligned to Priority Standards)	
<b>Website Updated</b>	







# Elementary Mathematics

Elementary Math	
<b>Launch Documents Finalized</b> (Priority Standards Identified and Sequenced)	
<b>District Common Assessments Completed</b>	
<b>Unit Documents Completed</b> (Curriculum /Resources Aligned to Priority Standards)	
<b>Website Updated</b>	







# Secondary ELA

Secondary ELA	
<b>Launch Documents Finalized</b> (Priority Standards Identified and Sequenced)	
<b>District Common Assessments Completed</b>	
<b>Unit Documents Completed</b> (Curriculum /Resources Aligned to Priority Standards)	
<b>Website Updated</b>	



# Secondary Mathematics

Secondary Math	
<b>Launch Documents Finalized</b> (Priority Standards Identified and Sequenced)	
<b>District Common Assessments Completed</b>	
<b>Unit Documents Completed</b> (Curriculum /Resources Aligned to Priority Standards)	
<b>Website Updated</b>	



# Implementation

## Collaboration Inquiry Cycle

①	<b>Identify &amp; Plan</b> PLC Question #1	Clarify the standards all students will learn and the rigor of the standards Collaboratively plan learning experiences to address priority standards
②	<b>Teach</b>	Implement agreed upon instructional strategies and lesson plans
③	<b>Assess</b> PLC Question #2	Administer high-quality common assessments aligned to priority standards Collaboratively calibrate and score
④	<b>Analyze</b> PLC Question #2	Engage in Data Analysis Protocol to analyze student learning data
⑤	<b>Share &amp; Reflect</b> PLC Questions #3 & #4	Apply collective expertise to address unfinished learning and provide enrichment for students who demonstrated proficiency.





# EDS Support



**Structured cycles guided by protocols**



**Facilitation training & support**



**Communication & Support from EDS Team**



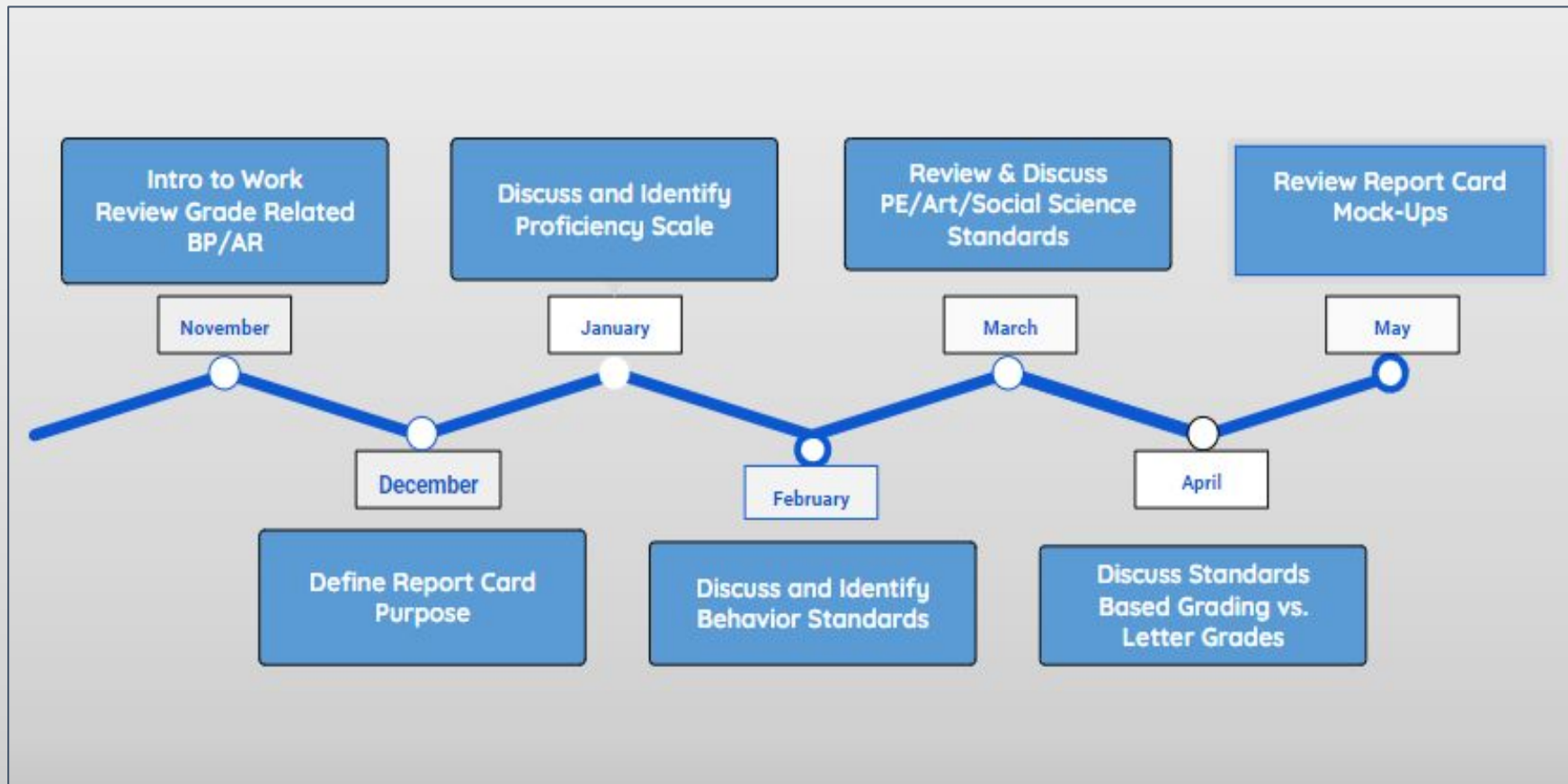
**Multi-Year Implementation Plan**



# Elementary Report Card Update



# Revision Process





# Elementary Report Card Purpose

The purpose of this report card is to communicate with parents and students about progress towards grade level state standards and learner behaviors. It identifies students' areas of strength and areas in need of improvement.



# EDS Recommendation Preview

## BP 5121

Students in grades K-5 shall receive progress reports at the end of each grading period **rather than letter grades.**

## AR 5121

Grades for Academic Performance

~~For grades K-3,~~ **For grades K-5**, students' level of progress for each grading period shall be reported as follows:

~~O Outstanding~~

~~S Satisfactory~~

~~N Needs Improvement~~

**1- Beginning**

**2 - Progressing**

**3 - Mastery**

~~For grades 4-12,~~ **For grades 6-12,** grades for academic performance shall be reported for each grading period as follows:



# Next Steps

- ❑ Submit revised AR language to the Board sub-committee for review
- ❑ Receive input on multi-year implementation plan aligned to Collaborative Inquiry Cycle
- ❑ Initiate a pilot during the 2022/2023 school year and seek feedback from staff and families to ensure the report card aligns with the defined purpose



# TOSA Team





# Thank You!

Our children are only as brilliant as we allow them to be.

- Eric Micha'el Leventhal