



State of Our School Address

Part I: September 17th and 18th, 2018

*“And suddenly you
know...It’s time to
start something
new and trust the
magic of new
beginnings.”*

We began last year with the following guiding question:

*Who do we want our
students to become,
as thinkers and as
learners, as a result
of their time with us?*

This year, after much thoughtful conversation, we have our answer!

We reimagined our school day!

Longer
math
block

Longer
literacy
block

Flexible
math
groups

Dedicated
writing
block

Maximized
instructional time
and improved
learning outcomes
for all students!

Full-time
AART

30 minute
recess

Thinking²

Morning
Meeting

Less
transitions

Portrait of a **FLINT HILL** Graduate

Accommodating the Needs of
EVERY Learner!



LITERACY

Guided reading leads to reading independence. Design and manage meaningful literacy experiences across all content areas.

CREATING THINKERS and LEARNERS

Learning is a consequence of thinking.

Develop and use a language of thinking to help students communicate their thoughts and ideas.

DIFFERENTIATION



Relationships are the foundation of a strong learning community.

Build relationships with and between students.

SOCIAL and EMOTIONAL LEARNING



Together, all students will succeed!

Improved Learning Outcomes for All Students!

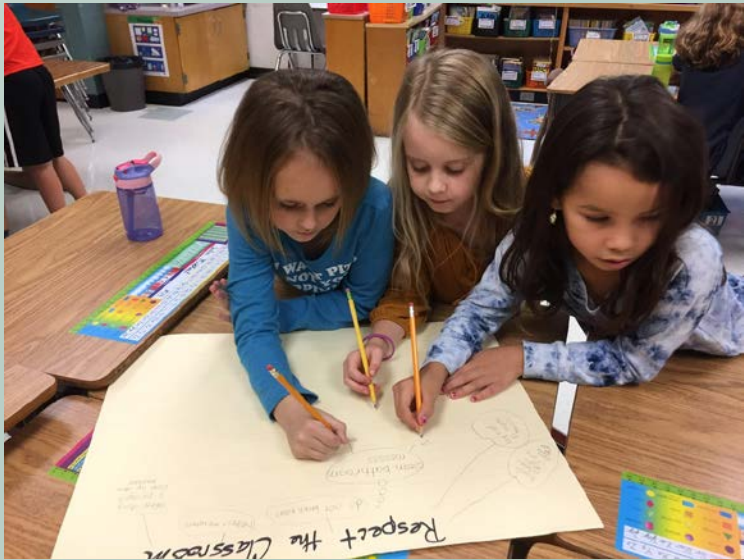
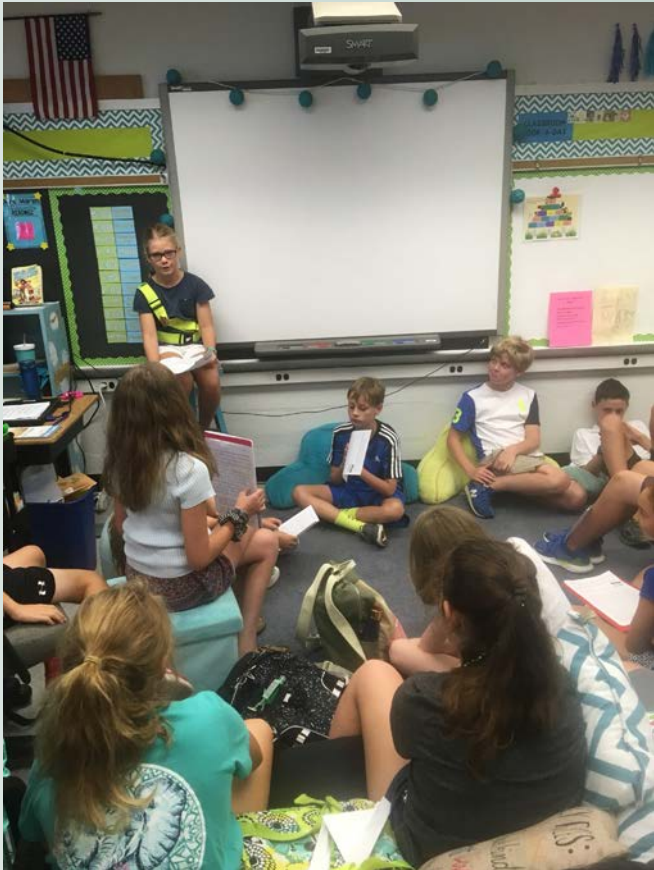
Linking to our Learning Model, focusing on balanced literacy instruction—including guided reading and writing across the curriculum.

Inquiry Based Learning: PBL and PBA
Thinking Routines

Responsive Classroom
Inch and Miles: The Journey to Success



Responsive Classroom



Responsive Classroom



Responsive Home

Pyramid of Success

Inch and Miles: The Journey to Success

By: John Wooden



ACCESS TO RIGOR



As SEL applies to all students, so does access to AAP curriculum and resources...

- General Education
- Special Education
- Level IV Learners

★ **Get EVERYONE in the water!**
AAP Curriculum for all

★ **Support social emotional and cognitive needs!**

Growth Mindset
Collaborative Skills
Executive Functioning
Acceleration
Scaffolding

★ **Challenge students to go deeper through use of complex thinking structures!**

Paul's Reasoning Model
Thinking Routines
Academic Conversations

Help students go deeper through rigorous and relevant learning experiences!

Experiential Learning
Real-world Problems
Authentic Audiences

FCPS Learning Model: Best Practices for Teaching & Learning



We believe:

- Professional Learning Communities are the drivers of innovation and improvement
 - Cultural Proficiency is essential to realizing the potential in all students
 - A culture of system-wide collaboration enhances excellence in our schools

Project and
Problem-
Based

Learning vs.
Work

Thinking
Routines

Social and
Emotional
Learning



Redesigned
Master
Schedule

Interactive
Modeling

Academic
Conversation

Flexible
Seating

Thinking Routines are...

Tools used over and over again in the classroom, that support specific thinking moves such as:

- Making connections
- Describing what's there
- Building explanations
- Considering different viewpoints and perspectives
- Capturing the heart and forming conclusions
- Reasoning with evidence

Structures, through which students collectively as well as individually initiate, explore, discuss, document, and manage their thinking. These structures are:

- Explicit: They have names to identify them
- Instrumental: They are goal directed and purposeful
- A few steps: Easy to learn, and easy to remember
- Individual as well as group practices
- Useful across a variety of contexts
- Help to reveal students' thinking and make more visible

Patterns of behavior adopted to help one use the mind to form thoughts, reason, or reflect. We see these patterns emerging as the routines:

- Are used over and over.
- Become engrained in us both teachers and students.
- Flexibility emerges.

Global Classroom



Junior School

Pilot Partnership Program



What Does Responsive Literacy Look Like and Sound Like in the Classroom?

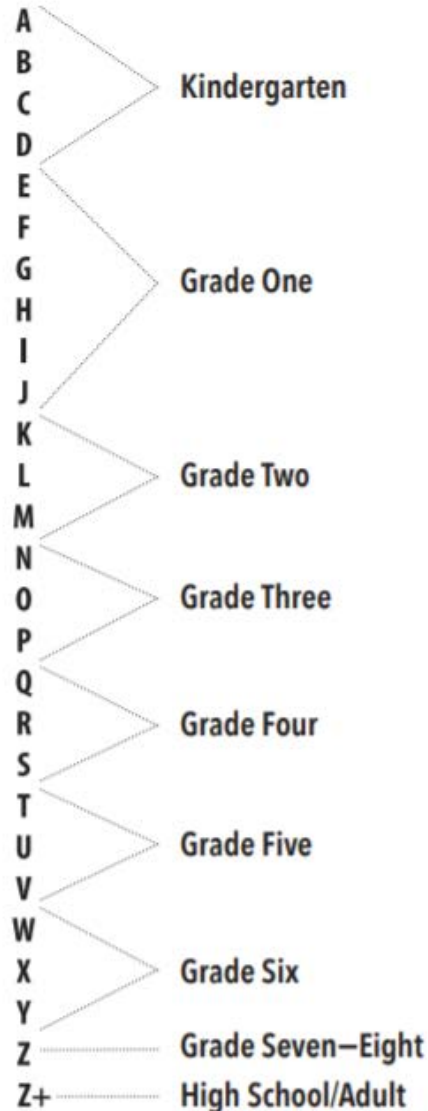


- Guided Reading
- Shared Reading
- Independent Reading
- Read-Aloud
- Reader's Workshop
- Writer's Workshop
- Guided Writing
- Shared Writing
- Independent Writing
- Writing and Reading Across the Curriculum

F&P TEXT LEVEL GRADIENT™

FOUNTAS & PINNELL
LEVELS

GRADE-LEVEL
GOALS



Your child is not a reading level.

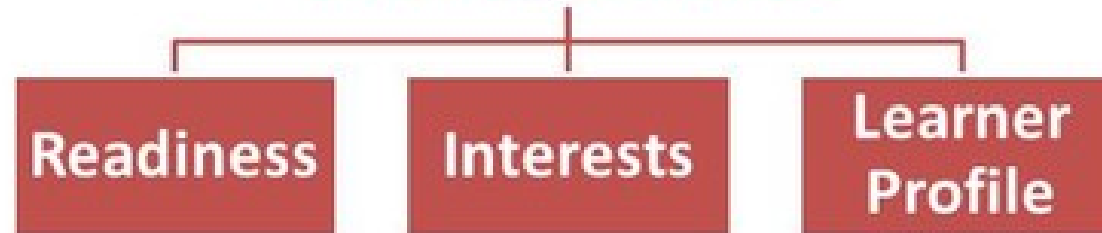
Guided Reading

using powerful, engaging,
original texts to advance
each student's ability to
process increasingly
challenging books with
fluency and
comprehension.

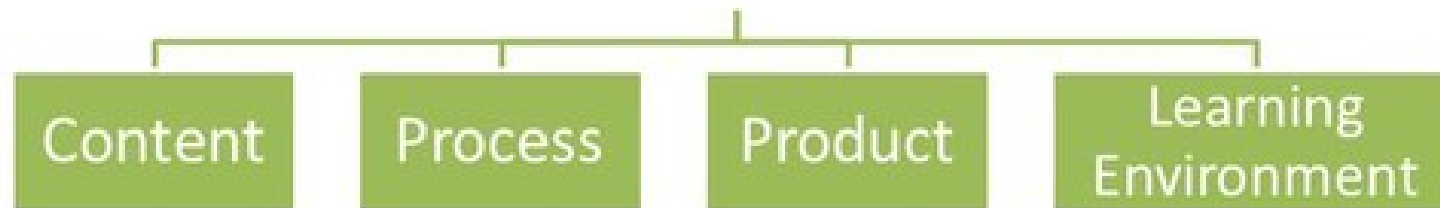
Differentiation

Is a teacher's proactive response to learners' needs

according to student



Teachers can differentiate through



by using the 5 non-negotiables



School Innovation and Improvement Plan

Our Beliefs...Our Actions

***These are under construction. Based on discussions from last year, we have delineated the following:**

SCHOOL—BELIEFS

We believe that learning is a consequence of thinking. Learning occurs at the point of challenge.

SCHOOL—MISSION STATEMENT

Flint Hill is a learning organization that promotes intellectual curiosity. We teach for mastery and transfer.

SCHOOL--VISION STATEMENT

We are “Difference Makers!”

We will work collaboratively to create a culture of thinking that promotes high levels of learning and motivates all students and staff to achieve their personal best.

School Innovation and Improvement Plan

Goal 1:

Baseline/Initial Goal	Interim Goal	Interim Goal - As Needed	End of Year SMART Outcome
By November 2018, 100% of students will participate in an informative writing performance task, and be assessed using the FCPS informative writing rubric appropriate for their grade level/student need.	By February 2019, 50% of students, in grades K-6, will improve their understanding and ability to write informative text, in one or more areas, as defined by the FCPS narrative writing rubric.		By June 2019, 100% of students, in grades K-6, will improve their understanding and ability to write informative text, in one or more areas, as defined by the FCPS informative writing rubric.

Goal 2:

Baseline/Initial Outcome	Interim Goal(s)	Interim Goal(s)- As Needed	End of Year SMART Outcome
All students will increase their use of a "language of thinking," as measured by our Thinking² rubric , inclusive of the following PoG attributes: critical and creative thinking, communication, ethical and global citizen, as well as collaborator.	By February 2019, 50% of students, in grades K-6, will improve their use of a "language of thinking," in one or more areas, as measured by the Thinking ² rubric.		By February 2019, 100% of students, in grades K-6, will improve their use of a "language of thinking," in one or more areas, as measured by the Thinking ² rubric.

Thinking² Rubric

Name: _____

Date: _____



Collaborator








Communicator








Critical and Creative
Thinker



Ethical and Global
Citizen

POG Skill		Emerging (Beginning to) 1	Developing (Sometimes) 2	Proficient (Usually) 3	Exemplary (Consistently) 4	Not assessed
	Respects divergent thinking to engage others in thoughtful discussion					
	Applies effective reading skills to acquire knowledge and broaden perspectives					
	Employs active listening strategies to advance understanding					
	Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners					
	Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts					

	Uses information in novel and creative ways to strengthen comprehension and deepen awareness					
	Expresses thought, ideas, and emotions meaningfully through a variety of mediums (e.g. arts, debate, socratic seminar)					
	Reasons through and weighs evidence to reach conclusions					
	Contributes to solutions that benefit the broader community					
	Demonstrates empathy, compassion, and respect for others					

Notes:

Raising our thinking to the higher power!

Thinking Routine: Headlines

Invent a **headline** for our school year that captures what you believe is the most important point from tonight's presentation.



Write your thoughts on the sentence strip.

What questions do you have?

We are excited for a wonderful year!