



FREEDOM HILL INSTRUCTIONAL SUPPORT TEAM

PRESENTS...

Schoolwide Priorities & More!





HELLO!

SCOTT BLOOM, Principal

ELIZABETH WILLIAMS, Assistant Principal

MELISSA ROSSMAN, Reading Specialist

JANELLE BUGGIO, School-based Technology Specialist

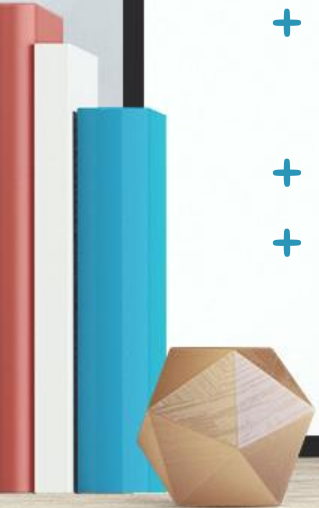
GAIL BARNETT, Instructional Coach



TIER 1 INSTRUCTION: STRENGTHENING THE CORE

Responsive Classroom

- + Overview – <https://youtu.be/mhV6AcBxeBc>
- + Pamphlet – https://www.responsiveclassroom.org/sites/default/files/pdf_files/rc_brochure_updated.pdf
- + Text resources
- + Youtube Channel



TIER 1 INSTRUCTION: STRENGTHENING THE CORE

Responsive Classroom – Morning Meeting
Components in sequence:

1. Greeting
2. Sharing
3. Group Activity
4. Morning Message



TIER 1 INSTRUCTION: STRENGTHENING THE CORE

Responsive Classroom – Morning Meeting

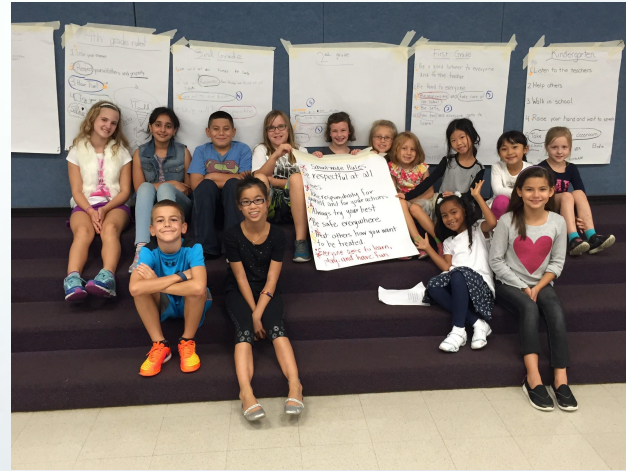
Purposes

- + Sets tone of respectful and engaged learning in a climate of trust
- + Builds and enhances connections among students and between students and teachers
- + Merges academic, social, and emotional learning
- + Motivates students by addressing the human need to feel a sense of significance and belonging, and to have fun
- + Through the repetition of many ordinary moments of respectful interaction, enables some extraordinary moments



TIER 1 INSTRUCTION: STRENGTHENING THE CORE

Responsive Classroom – Creating School-wide Rules



TIER 1 INSTRUCTION: STRENGTHENING THE CORE

Responsive Classroom – Creating School-wide Rules

1. Be respectful at all times
2. Take responsibility for yourself and your actions
3. Always try your best
4. Treat others how you want to be treated
5. Everyone gets to learn, play, and have fun



TIER 1 INSTRUCTION: STRENGTHENING THE CORE



Teachers College (The Reading and Writing Project)

- + Implement a reading and writing workshop in all K-6 classrooms as a model for differentiated instruction
- + All K-6 classrooms will commit to implementing instructional practices and resources from the Teachers College Reading and Writing Project.
- + Priorities include: Independent reading, classroom libraries, the workshop model, small group instruction



TIER 1 INSTRUCTION: STRENGTHENING THE CORE

Teachers College (The Reading and Writing Project) and Kids reading at home:

- + Students should be reading books AT their level at home and up to 30 books (home and school) at their level before advancing.
- + Teachers should be talking to students about their reading goals and what they need to do to improve their reading (students will advance levels as a by-product)



TIER 1 INSTRUCTION: STRENGTHENING THE CORE

Math Workshop

- + Students see themselves as critical thinkers and problem solvers by investigating strategies, rather than following a given algorithm
- + Learners stretch and think in new ways, rather than rehearse known skills
- + Students communicate their ideas with others, rather than secretly to the teacher; and, as a result, offer learners opportunities to attain a deeper understanding both of mathematics and of themselves as mathematicians.



MATH WORKSHOP

- + Students doing most of math
- + Student choice
- + Students talking about their mathematical thinking & reasoning
- + Teachers acting as facilitators– asking questions!
- + Students working collaboratively and learning from each other
- + Students struggling with challenging mathematics and learning from errors
- + Teachers working with small groups
- + Focus on conceptual understanding



TIER 2/3 INSTRUCTION: REFINING OUR APPROACH

RI Process (Responsive Instruction) / Intervention Systems

- + A support system through which teams make instructional decisions based on data in order to provide differentiated classroom instruction
- + Response to Instruction Team
- + Highly effective diagnosis and intervention are critical to building a student's foundation to learning.



PORTRAIT OF A GRADUATE

- + Outlines what our community believes is important for our graduates to know and be able to do when they leave FCPS
- + As students build these skill sets they will engage in rigorous and authentic learning



Communicator



Collaborator



Creative and
Critical Thinker



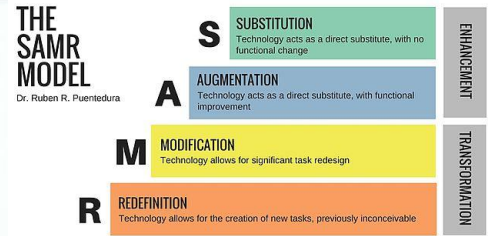
Ethical and
Global Citizen



Goal-Directed
and Resilient
Individual



TRANSFORMING TEACHING & LEARNING



Goal:

Integration within core content that goes beyond lesson enhancement, providing a transformation in instructional delivery and student tasks.

Long-term tech acquisition & renewal plan

Implement school-wide digital citizenship lessons

Ongoing, high quality professional development for teachers



HANDS-ON HIGHER LEVEL THINKING

STEM (Science, Technology, Engineering, & Mathematics)

- + Mr. Misch
- + Schedule
- + Connections to science curriculum
- + EiE and experimental design
- + PoG / 4Cs – Collaboration, Creativity, Communication, Critical Thinking
- + PBL – Project-based Learning
- + Garden



HANDS-ON HIGHER LEVEL THINKING

PBL ties in the Core Curriculum with the FCPS PoG skills. As a school, our improvement and innovation plan also aligns with the communication skill this year.

Additionally, it focuses on students thinking in the “real world” terms. For example, they take on a role or job in order to solve a problem. Something they will have to do in the “real world”.

Rubrics are often used for assessment and helps us learn more about the whole child and supports goal setting.





**THANK YOU
FOR YOUR
TIME!**

