Lynch Elementary

Board of Education Meeting

April 12, 2018
Board Goal

- **Strategy 1.3:** Develop quality curriculum aligned to adopted standards to assure that all students graduate Career-and College-Ready that is clearly communicated to all stakeholders.

- **Benchmark 1.3.B:** 100% of all K-5 reading and math units have KUDs aligned to CCSS as evidence in lesson and unit plans. A companion document links curriculum materials to standards.
Purpose of KUD work

- Planning a focused curriculum provides clarity about what students should be able to know (K), understand (U), and be able to do (D).
- At PLC
  - Discussions leading focused on what students are expected to know, understand and do by the end of each unit.
  - Grade level collaboration to identify where the MAISA resources need to be enhanced when cross-referencing unit KUD documents with MAISA units.
  - Individualizing instruction based on data collected and analyzed at PLC related to the KUD documents.
Highlighting KUDs at Lynch

- We would like to share (3) different ways staff at Lynch is currently using KUDs to enhance and individualize instruction.
  - Using KUDs in lesson planning
  - Using data with KUDs
  - Coaching and PLC’s with KUDs
How are we using KUDs in Lesson Planning

• Using the KUD to help guide lesson planning.
  • Using KUD to dig deeper into individual lessons
  • Looking at the CCSS and the KUD will lead into enhancing the rigor of the lesson; (may take one lesson and make it two etc.)
  • Identifying what the student need to “DO” independently
  • Leads into futures lesson needs
Using Data with KUDs

• Use of formative assessment data to identify the individual needs of students.
  • Identified specific areas where student data indicates a possible “struggle”.
  • Cross-referencing the KUD with the next upcoming unit
  • Where in the unit is the identified “struggle” taught?
  • Is the rigor of the concept adequate?
  • How to enhance the next unit to incorporate the concept students “struggles” with in more depth.
Coaching and PLC’s with KUDs

- Coach is involved in the PLC process.
  - Analyzed the student data with staff and identify a student centered coaching plan.
  - Taking staff through a planning conversation (this is the start)
  - Developed a student centered goal related to the need of the students (based on the data analysis)
  - Continued support through PLC conversations using the KUDs to enhance lesson and unit plans.
Next Steps for KUDs at Lynch

• Building PLC goal for all grade levels to use the identified process above for Reading at PLC meetings leading into upcoming units.
• Continued development of Math and Writing KUDs.
• Continued feedback on evidence of KUDs in lesson plans.