



CENTENNIAL ELEMENTARY: PARENT & COMMUNITY MEETING

March 18, 2013

Schedule

Time	Activity/Description
5:30pm – 7:00pm	<p data-bbox="548 494 1669 562">Collaborative school design meeting</p> <ul data-bbox="548 665 1711 876" style="list-style-type: none"><li data-bbox="548 665 1615 805">• Activity 1: Introduction to Crew and Expeditionary Learning<li data-bbox="548 816 1711 876">• Activity 2: A day in the life of your child

REVIEW: SCHOOL DESIGN PROCESS AND EL

REVIEW: School Design Process

Where we are today

2012 – 2013 Academic Year

School redesign

Innovation Planning & Implementation

Community Engagement

2013 – 2014 Academic Year

Past:

- Assessment identifies low academic performance and defines need for change
- December 2012 – Board approves redesign plan for Centennial. Identifies principal as leader for improvement
- Principal sets vision and begins community engagement process

Future:

- Design work to write out proposed structure for school including school culture, education program, teaching model, leadership structure, budget, and governance
- Community input on design process
- Formal feedback over four community meetings
- School opens in August, 2013 under new model

REVIEW: School Overview and Curricular Focus

Expeditionary Learning (also called “EL”)

- In Expeditionary Learning schools, learning is...
 - Active, challenging, and meaningful
 - Public and collaborative
- When implemented according to its design, Expeditionary Learning creates a school environment that promotes deep engagement in learning and supports students to achieve at high levels.
- Expeditionary Learning students gain skills critical to college readiness and lifelong success – as well as mastery of subject-area knowledge.

ACTIVITY 1: SAMPLE EXPEDITION & STUDENT WORK

Learning Targets

- **CREW**

- I can articulate the purpose of Crew and provide an example of a Crew activity.

- **EXPEDITIONS**

- I can give an example of an expedition.

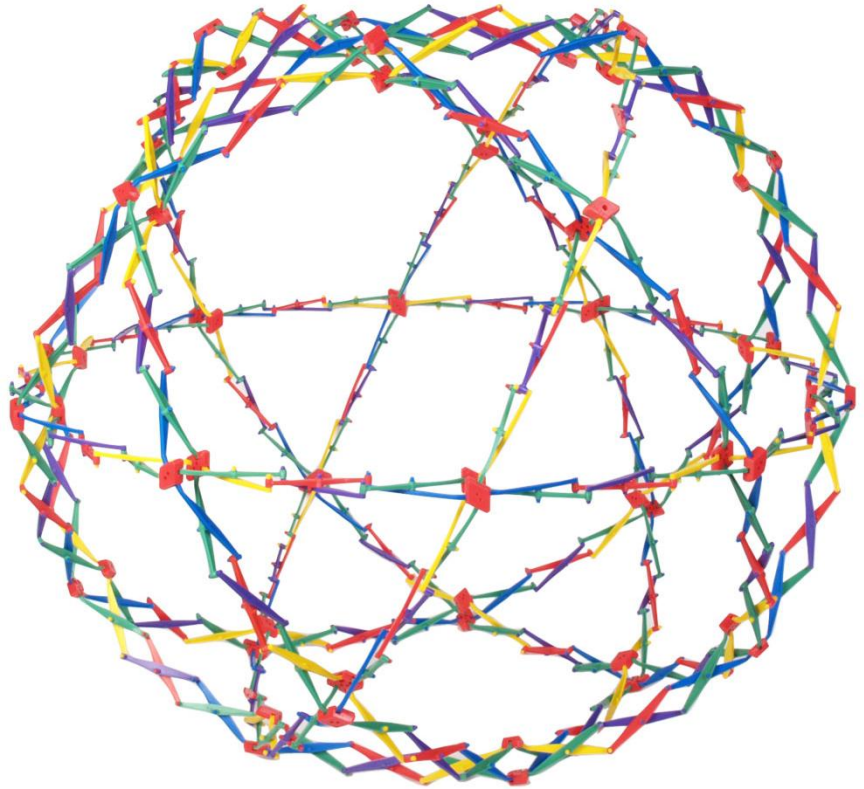
- **DAILY SCHEDULE**

- I can explain the similarities and differences between my child's current schedule and his/her future schedule.

CREW: Hoberman Sphere Activity

LEARNING TARGET: I can articulate the purpose of Crew and provide an example of a Crew activity.

- Each and every one of us makes a significant contribution to our school community and culture.
- List three things you will do when working together today that will support your learning and our school community.
- Share.



EXPEDITIONS: Farm and Food

Providing Healthy Food to all People

1st Grade

LEARNING TARGET: I can give an example of an expedition.

Project Overview

- First grade students created this calendar as part of a unit on access to food. During their studies, students visited community agencies that help people gain access to healthy food, including community gardens, food banks, soup kitchens and homeless shelters. In preparation for their visits, students worked in study groups to practice interviewing skills and developed questions to help them understand how to help people gain access to healthy food.
- Following their visits, students brainstormed solutions to hunger. The twelve most important ideas became the twelve months of the calendar. Students studied exemplar calendars from previous years, created rubrics of what excellent work looks like, and gave each other feedback. Their final calendar illustrations were professionally printed and donated to the student group agencies and sold in the community.

EXPEDITIONS: Farm and Food

Providing Healthy Food to all People

1st Grade

Guiding Questions

- Where does our food come from?
- How does food come from the farm to the table?
- How do people ensure justice for workers in the production and distribution of food?

Components of the Expedition

- Studying a nearby apple orchard.
- Examining farms.
- Migrant farmworkers.
- Access to food.
- Plants and seeds.

EXPEDITIONS: Farm and Food

Providing Healthy Food to all People

1st Grade

Student Work Products

- Farm Book
 - Four Study Groups: bees; fruits, vegetables & grains; dairy; and poultry
 - Fiction and nonfiction
 - Text features
 - Types of writing: procedural, list, change over time, all about
 - Gathering facts

- 12 Month Calendar

*The expedition connected students to themes of service and social justice through a study of farmworkers and the farmworkers' movement, and then through a case study of a homeless shelter that provided healthy food for its clients through an on-site garden, greenhouse, apiary and aquaculture tank.

EL: A Focus on Exemplary Work that is GOOD for the SOUL and for the WORLD

In the first grade Access to Food study groups, students met to compile the results of their interviews and what they learned about all the different ways their agency helps people get access to healthy food. After meeting in their study groups, the first graders came together as a whole class. They shared all the ideas they had learned in their study groups about ways we can help people get healthy food. The teacher led shared writing lessons with the class to generate a long list of ideas. From this list, the students voted on the ones they thought were the most important. The teachers from the two classes met together to compare the lists and select the 12 ideas that all the first graders thought were most important.

A culminating product of this work was a full color calendar, professionally printed, with student writing and illustrations depicting student ideas about important ways that we can help all people to get access to healthy food. The calendar was sold in the community and given to all the organizations who were part of the work.

EL: Standards Informed Instruction & Assessment

Reading

- I can identify the difference between fiction and non-fiction text and sort books according to those distinctions
- I can make text-to-self and text-to-text connections using texts about migrant farmworkers.
- I can deepen my understanding of non-fiction texts by asking questions and making predictions.

Writing

- I can label art and construction projects.
- I can identify non-fiction texts and text features, including topic sentences.
- I can craft headings, captions, and labels for farm book pages.
- I can examine and identify models of non-fiction text and illustrations.
- I can write a non-fiction text by moving from “dash facts” through the revision process to a final published page.
- I can compose an appropriate thank-you note after a fieldwork visit.
- I can create headings and labels for calendar pages.

EL: Standards Informed Instruction & Assessment

Math

- I can plan and execute a blind taste test and collect data about class preferences.
- I can measure plants and a garden with nonstandard units of measure.
- I can sort and count seeds in groups of 10's and 1's.

Character

- I can conduct field interviews with government and non-governmental agencies to collect data about food distribution.
- I can revise both my written and art work based on feedback from peers and the teacher.
- I can provide appropriate and helpful feedback to my peers on their written and artistic work.

EL: Standards Informed Instruction & Assessment

Science and Technology

- I can explain how an apple gets from the orchard to the market.
- I can explain how various types of food are produced and collected on a farm.
- I can identify what plants and animals need to survive and grow.
- I can explain how a bean plant grows and changes over time.
- I can use basic computer and word processing skills to create book pages for publication.

Social Studies

- I can make connections between freedom fighters like Dr. Martin Luther King, Jr. and Cesar Chavez and Dolores Huerta.
- I can explain what migrant farmworkers lives are like and describe their fight for their rights.
- I can share some ideas about how we can help people get access to food (and shelter).

EL: Standards Informed Instruction & Assessment

Visual and Performing Arts

- I can revisit content through dramatic play, mural painting, block construction, role-play with puppets, and drawing.
- I can create realistic illustrations to accompany text about farms and food.
- I can identify and explain how body language, eye contact, volume, and clarity of speaking voice can affect a public performance.
- I can incorporate strategies such as pacing, expression, attention to punctuation, and articulation in a public reading of a poem.

Health and Wellness

- I can explain how different agencies help people get healthy food (what they need to live).
- I can contribute to planting and caring for a food-producing garden.

EXPEDITIONS: The Options are ENDLESS!

Historical Events

BEEETLES

Economics

Habitats

States of Matter

Space

ACTIVITY 2:
EL SCHEDULES – A DAY IN
THE LIFE OF YOUR CHILD

Daily Schedule

LEARNING TARGET: I can give an example of an expedition.

- Using an 8 ½” X 11” sheet of paper, fold your paper in half “hot dog style.”
- On the left half of the page, construct your child’s current daily schedule using the following color coding scheme:
 - Red: Reading
 - Orange: Writing
 - Yellow: Science/Social Studies
 - Green: Mathematics
 - Blue: Electives
 - Purple: Breakfast, Lunch, Recess
- On the right half of the page, capture your child’s future schedule, under the EL model.

Questions

- What questions do you have about Expeditionary Learning?
- What questions do you have about the school design process?



Do 1 Thing!

- What is one thing you can commit to doing between now and April 16th that will support your child and our school's success?



Upcoming Sessions: Invite 1!

You're invited!

- Session 3: April 16, 2013
 - Mission/vision/goal setting for Centennial
- Session 4: May 6, 2013
 - Professional development for school staff to implement Expeditionary Learning
- Extended opportunities to learn more about EL
 - <http://elschools.org>
 - Educator Resources
 - Center for Student Work
 - Access to materials online: School Design tab
 - Opportunities to connect with other EL schools
 - Conversations and Coffee: An opportunity to meet with parents of students who have attended EL schools