



5th Grade Parent Forum

May 2017

Parent Feedback – LSC Survey

What are one or two actions that could most improve education at Sharon?

1st – Smaller class sizes

2nd – Return of Foreign Language

3rd – More "Advanced" class / differentiated learning opportunities – both for kids above and struggling to maintain at grade level

4th – Not allowing state testing to dominate learning

**5th – More Social Studies/Science Focus
(Science Lab/DIGS)**

Parent Survey Data

What part of the model exceeded your expectations?

- Amazing Teachers
- Increased independence and responsibility for students
- Advanced content was a great challenge
- Having experience with multiple teachers/ ready for MS

How can we improve the model?

- Study skills, note taking and organization
- Feedback on individual student progress
- Help sessions

What Will It Look Like?

- Implementation of GA Standards of Excellence
- Students will have a homeroom teacher and 3 content area teachers
- An advanced content model will be implemented in ELA/Math
- Gifted services will be provided through content area instruction, increasing the amount of time students are served

5th Grade Instruction

ELA - 2 hours

4 Teachers

Sarnacki, Kleinhenz, O'Malley, Wing* (1 block)*

(Gifted services for identified Horizons students)

Math – 1 hour

2 Teachers

Gilchrist, Walston**

Sci/SS – 1 hour

2 Teachers

Ferrer, Woods

5th Grade Schedule

7:40-7:50 – Homeroom/ News

7:50-8:20 – Intervention / Extension Time

8:20-9:20 – Block 1

9:20-10:20 – Block 2

10:20-11:20 – Block 3

11:20-12:20 – Block 4

12:25-1:00– Lunch

1:00-1:30 – Recess

Instructional Focus

1:30-2:15 – Specials

5th Grade Instructional Model

- Enhance and expand our instructional model to meet the needs of a wider range of students.
- 5th grade – approximately 49 identified gifted students. Based on multiple criteria, we will add high-achieving/non-identified gifted students to the advanced ELA classes. Identification of AC Math will be open to all students based on multiple criteria. Identified gifted students will not be automatically placed in AC Math.
- The other classes will remain heterogenous in grouping.

5th Grade Instructional Model

- Gifted Services – The state of GA requires a minimum of 5 segments of gifted service. With our current resource model, our 4th grade students are receiving 5 segments one day per week. With our new model, students will receive services every day, for a minimum of 10 segments per week.
- Other support personnel will be utilized to provide differentiated literacy instruction in the heterogeneous classrooms (ie. Early Intervention Teacher, Literacy Coach).

Language Arts

Criteria	4	3	2	1
Motivation and Work Ethic	Always completes homework/classwork on time with 90% or higher accuracy Authentically engaged with minimal direction from teacher Seeks and enjoys a challenge	Completes homework/classwork accurately most of the time Usually completes tasks by exceeding expectations; requires some direction from teacher to do so Enjoys challenge but does not seek it	Usually completes homework/classwork on time with 80% accuracy Meets expectations when completing tasks; can produce work that exceeds expectations at times Has some success with higher-order thinking	Sometimes completes homework/classwork on time; accuracy is < 80% Student work meets minimal expectations; requires much direction from teacher Struggles with higher-order thinking problems
Class Performance (on <u>first</u> attempt on test)	Consistently makes As on tests and assignments	Makes As and Bs on tests and assignments	Makes Bs and Cs on tests and assignments	Makes Cs and failing grades on tests and assignments
GA Milestones ELA Grade 3	Scored Level 4 Distinguished 581 +	Scored Level 3 Proficient 554-580	Scored Level 3 Proficient 525-553	Scored Level 2 or Level 1 Developing Beginning
GA Milestones ELA Grade 4	Scored Level 4 Distinguished 574 +	Scored Level 3 Proficient 550-573	Scored Level 3 Proficient 525-549	Scored Level 2 or Level 1 Developing Beginning

Math

Criteria	4	3	2	1
Motivation and Work Ethic	Always completes homework/class work on time with 90% or higher accuracy Authentically engaged with minimal direction from teacher Seeks and enjoys a challenge at a fast pace learning environment.	Completes homework/class work accurately most of the time Usually completes tasks by exceeding expectations; requires some direction from teacher to do so Enjoys challenge but does not seek it	Usually completes homework/class work on time with 80% accuracy Meets expectations when completing tasks; can produce work that exceeds expectations at times Has some success with higher-order thinking	Sometimes completes homework/class work on time; accuracy is < 80% Student work meets minimal expectations; requires much direction from teacher Struggles with higher-order thinking problems
Class Performance (on <u>first</u> attempt on test)	Consistently makes As on tests and assignments	Makes As and Bs on tests and assignments	Makes Bs and Cs on tests and assignments	Makes Cs and failing grades on tests and assignments
Ability Score: _____	Has scored \geq 90 th percentile on TOMAGS	Has scored \geq 80 th percentile on TOMAGS	Has scored \geq 70 th percentile on TOMAGS	Has scored < 70 th percentile on TOMAGS
GA Milestones MATH Grade 3	Scored Level 4 Distinguished 580 +	Scored Level 3 Proficient 554-579	Scored Level 3 Proficient 525-553	Scored Level 2 or Level 1 Developing Beginning
GA Milestones MATH Grade 4	Scored Level 4 Distinguished 585 +	Scored Level 3 Proficient 555-584	Scored Level 3 Proficient 525-554	Scored Level 2 or Level 1 Developing Beginning

Questions???