



**ANKENY**  
COMMUNITY SCHOOL DISTRICT

# Parent Advisory Council

Dr. Erick Pruitt, Superintendent  
December 9, 2021



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## Our Mission:

Ankeny Community Schools is **unified** in its commitment, passion, and vision so **every learner** is prepared to **achieve** a lifetime of **personal success**.

Ankeny Community School District does not discriminate based on race, color, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status, or familial status. Inquiries or grievances may be directed to Josie Lewis, Chief Officer of Human Resources, 306 SW School Street, P.O. Box 189, Ankeny, IA, 50021-0189, (515) 965-9600; or the Iowa Civil Rights Commission, Grimes State Office Building, Des Moines, IA, 50319-0201, (515) 281-4121; or the U.S. Department of Education, Office for Civil Rights, 500 West Madison Street, Suite 1475, Chicago, IL 60661.



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# Agenda

- **Welcome and Agenda Review** - *10 minutes*
- **Learning Management System - Canvas** - *10 minutes*
- **K-12 Standards & Reporting** - *60 minutes*
  - Curriculum Review Outcomes (Tools/Resources)
  - Implications for Reporting Progress
- **Reflection, Wrap Up, and Next Steps** - *10 minutes*





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# PAC Purpose



Bring together parents/guardians to **assist with achieving the district's educational goals** and to **provide input and feedback on activities and strategies** intended to support the success of each student.



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# Community Agreements

- Be curious, open, and respectful
- One voice at a time
- Speak from your own experience
- Challenge assumptions
- Be conscious of intent vs. impact
- Encourage each other to follow the ground rules
- It's not about perfection but about connection and learning





# Designing the Future. Together.

<b>Post-Secondary Readiness</b>	What does your child(ren) need to be ready for life after high school?
<b>Education Program/ What Students Learn</b>	What should students learn in the district?
<b>Social Emotional/ Mental Health</b>	What do students need in terms of mental health and social emotional support?
<b>Family &amp; Community Partnerships</b>	How should families be involved in their child(ren)'s educational experience?
<b>Human Resources</b>	What are the most important things to consider when recruiting/hiring ACSD staff?
<b>Facilities</b>	What would you most like to keep or change about the district's facilities?
<b>Technology</b>	What is the most important thing for your child(ren) to know about technology?

# Definition of Academic Standard

An **academic standard** is a learning goal/target for what a student should know and/or be able to do at a particular grade level or course. Often broad enough to encompass **several skills or pieces of knowledge.**





# Examples of Standards

## Science - Kindergarten

**Students will determine the basic needs of plants and animals and how they relate to their environments.**

- Students will use observations to describe patterns of what plants and animals (including humans) need to survive.
- Students will construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- Students will use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

## Social Studies - World History (10th grade)

**Students will analyze the connections between groups of people, and between humans and the environment throughout history.**

- Students will evaluate the consequences of human made and natural catastrophes on global trade, politics, and human migration.
- Students will assess the impact of conflict and diplomacy on international relations.



# Examples of Standards

## English/Language Arts - 3rd Grade

### Students will read grade level text.

- Students will read and comprehend literature, including stories, dramas, and poetry
- Students will read with sufficient accuracy and fluency to support comprehension.
- Students will read and comprehend informational texts, including history/social studies, science, and technical texts
- Students will employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.

## Math - 6th grade

### Students will apply concepts of ratios and reasoning to solve real-world problems.

- Students will understand ratio concepts and use ratio reasoning to solve problems.
- Students will understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$ , and use rate language in the context of a ratio relationship
- Students will use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Students will make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- Students will solve unit rate problems including those involving unit pricing and constant speed.



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# PAC Learning Standard

The Parent Advisory Committee will **authentically engage in partnership** with Ankeny schools in **support of student learning.**



# Learning Targets

**In support of the PAC learning standard, community members attending PAC tonight will:**

1. Understand how to utilize the Canvas Learning Management System to support your child
2. Become familiar with the tools/resources created as a part of curriculum review to support student learning
3. Develop an understanding of the importance of reporting student progress by standard

# Self-Assessment (Pre)

In support of the PAC learning standard, community members attending PAC tonight will:

- A. Understand how to utilize the Canvas Learning Management System to support your child
- B. Become familiar with the tools/resources created as a part of curriculum review to support student learning
- C. Develop an understanding of the importance of reporting student progress by standard

Pre	Post
A.	A.
B.	B.
C.	C.





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# Table Talk

Share your self-assessment  
with your table partners.

What similarities and/or  
differences do you notice?





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# Canvas



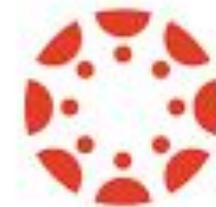
- What is Canvas?
- How is it used by teachers & students?



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**Canvas**

## Difference between Infinite Campus & Canvas



**canvas**



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**Canvas**

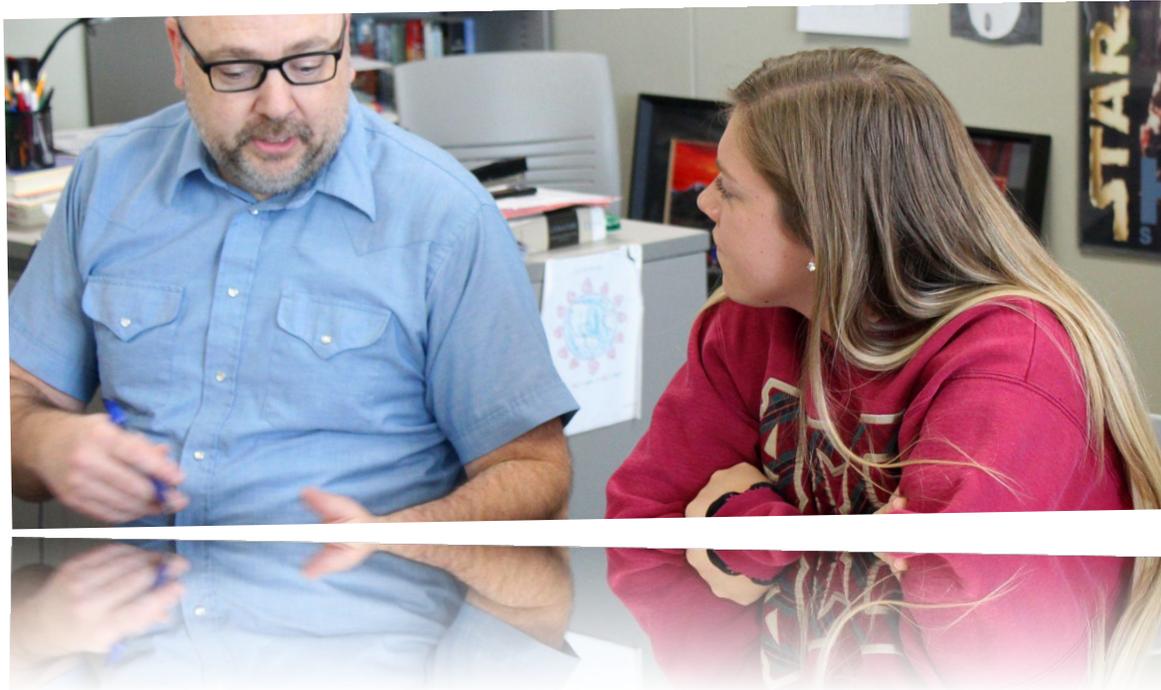
Why & how would a parent access Canvas?





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# Table Talk



At your tables, discuss your experience with Canvas and one key takeaway from what you've heard tonight about its use in our district?



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# Guaranteed & Viable Curriculum

A guaranteed and viable curriculum (GVC) ensures that all students have an equal opportunity to learn.

- Use of the same prioritized standards
- Teachers have the same understanding of what it means for students to meet the prioritized standards
- Access to the same content, knowledge, skills & resources



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# Outcomes & Application

- Prioritized Standards
- Performance Scales
- Anchor & Supplemental Resources
- Scope & Sequence
  - Unit Planning
  - Reporting





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# Prioritized Standards

- Use of required [Iowa Core](#) or National Standards
- Identification of Prioritized standards
  - Endurance
  - Leverage
  - Readiness
  - Time



# Prioritized Standards

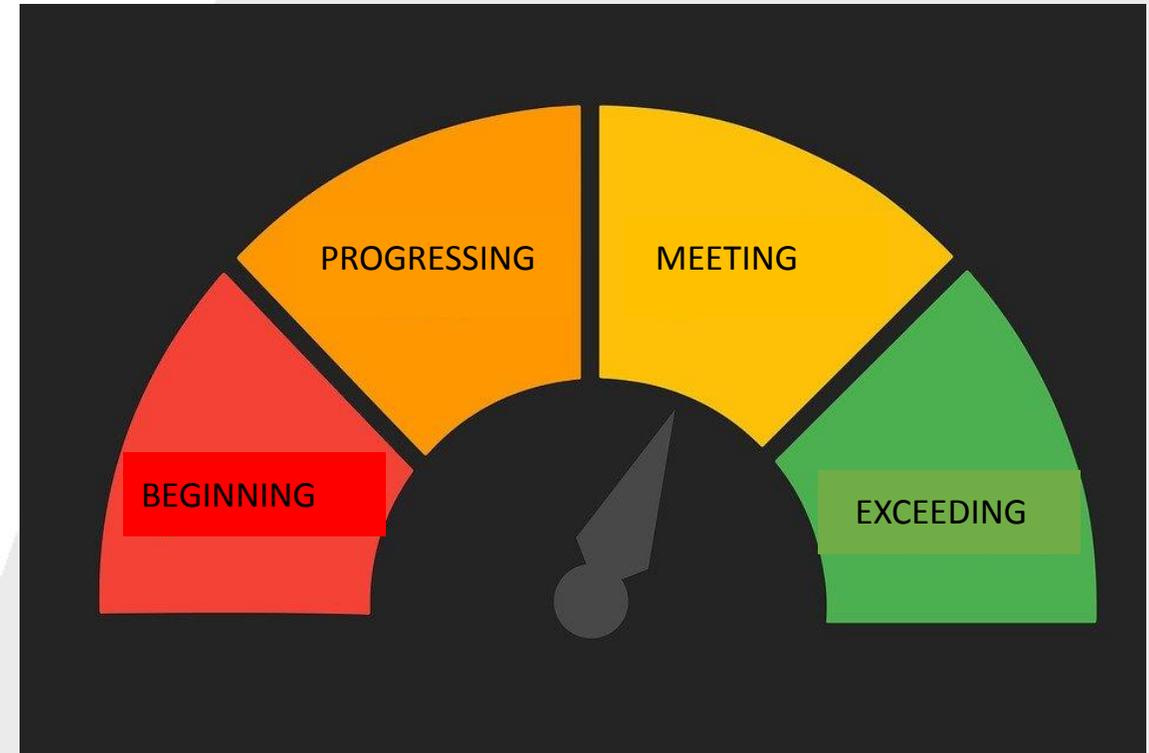
## Determine the basic needs of plants and animals and how they relate to their environments

- Students will use observations to describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1) (Focus)
- Students will construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2) (Focus)
- Students will use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. (K-ESS3-1) (Focus)
- Students will communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. ( K-ESS3-3) (Foundational)
- Students will ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) (Introductory)
- Students will develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. (K-2-ETS1-2) (Introductory)
- Students will analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses. (K-2-ETS1-3) (Introductory)



# Performance Scales

- Determination of levels of proficiency
  - Beginning
  - Progressing
  - Meeting
  - Exceeding





# Performance Scales

**Grade Level Standard:** Determine the basic needs of plants and animals and how they relate to their environments.

**Focus Components:**

Use observations to describe patterns of what plants and animals (including humans) need to survive. (K-LS1-1)

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2)

Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. (K-ESS3-1)

<p><b>Exceeding</b> <i>The student demonstrates learning beyond the expectations of proficiency</i></p>	<p><b>Meeting</b> <i>The student demonstrates learning that meets the expectations of proficiency</i></p>	<p><b>Progressing</b> <i>The student demonstrates learning that partially meets the expectations of proficiency</i></p>	<p><b>Beginning</b> <i>The student demonstrates learning that begins to meet the expectations of proficiency</i></p>
<p>Students will compare the needs of different plants and animals in one habitat to the needs of plants and animals in another.</p>	<p>Students will use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p>	<p>Students will use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>Students will construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>Define the meaning and characteristics of:</p> <ul style="list-style-type: none"> <li>• survive</li> <li>• needs</li> <li>• patterns</li> <li>• argument</li> <li>• environment</li> <li>• model</li> <li>• relationship</li> </ul>	<p>Students will demonstrate partial success with the content in the progressing level.</p>





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# Resources

## K-5 Science

- Anchor Resource: *Discovery Education*
- Supplemental Resource: *Mystery Science*

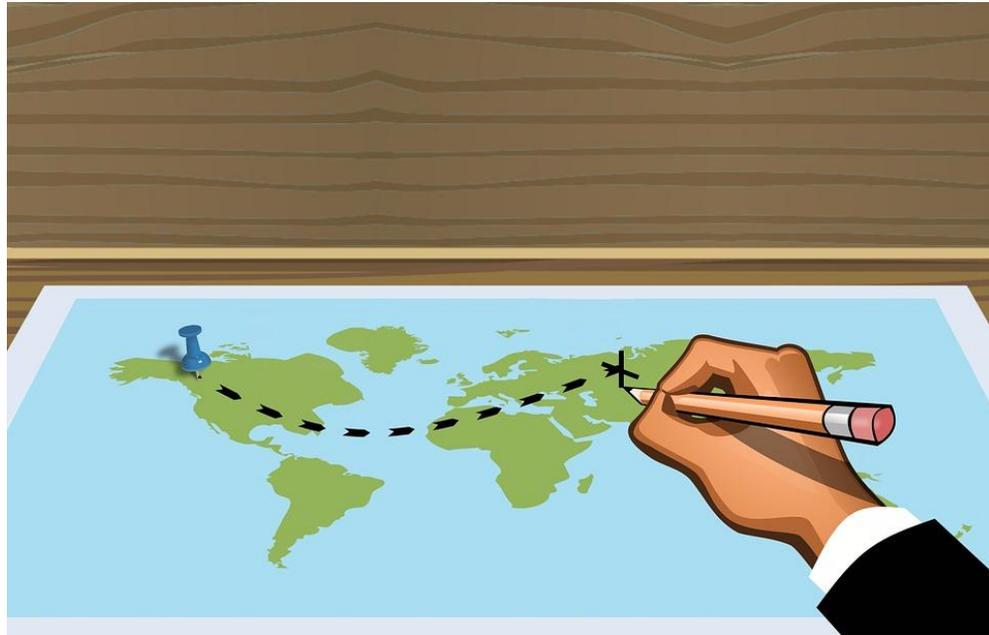


**mystery science**



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# Scope & Sequence



- Scope:
  - Depth of understanding
  - Connection of content to standards
- Sequence:
  - Grouping of information into units or progressions of learning
  - Identification of what will be taught in each reporting periods



# Scope & Sequence

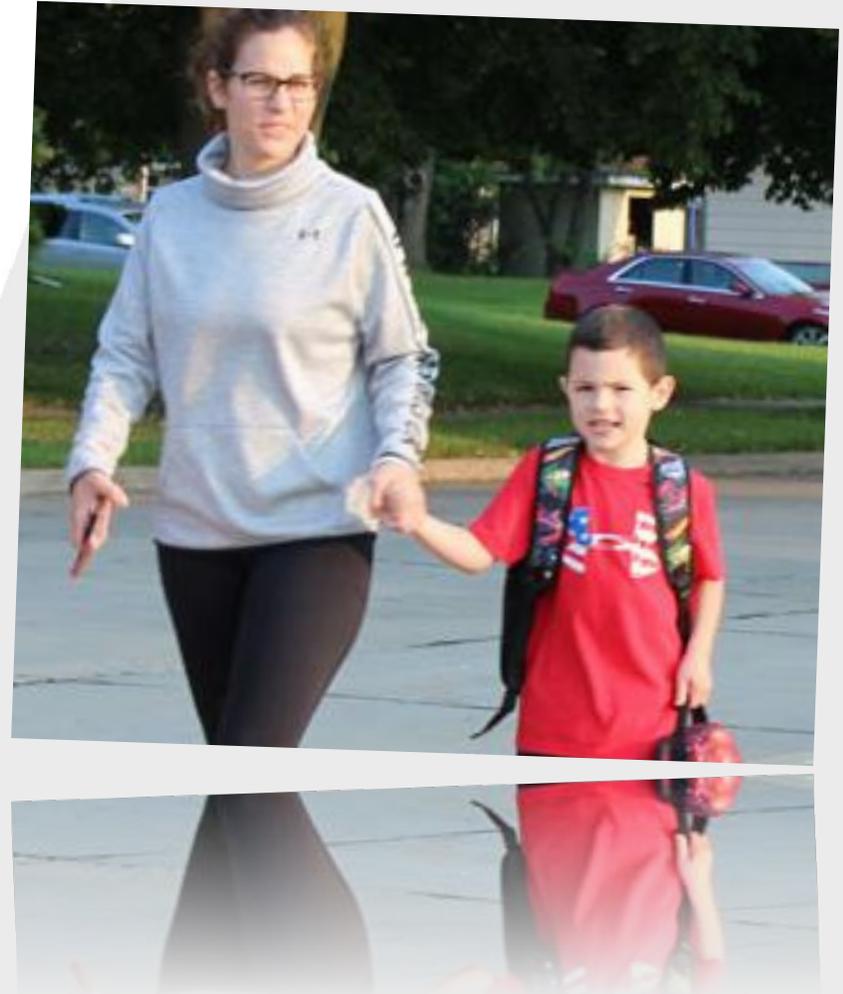
Living Things: Third Trimester				
Grade Level Standards: Determine the basic needs of plants and animals and how they relate to their environments.				
K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.	Focus	1.1	<a href="#">Hands on Materials</a>	Plant & Animal Secrets: Mystery 1 Plant & Animal Secrets: Mystery 3 Plant & Animal Secrets: Mystery 5
K-ESS3-1 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	Focus			
K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	Introductory			
K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	Introductory			
K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses.	Introductory			



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# Table Talk

How would you describe the role standards play in a child's educational experience?





# Reporting Progress by Standard

- What is standards-referenced grading (SRG) and reporting?
- Why standards-referenced grading and reporting?
- How do teachers grade by standard?
- What is the current state of SRG in Ankeny?
- What is the plan for SRG and reporting in the future?

# What is SRG and Reporting?

Standards-based grading is a system of assessing and reporting that describes student progress in relation to standards



## LEVELS OF PROFICIENCY

ADVANCED

ADV

### ADVANCED

The student demonstrates learning beyond the expectations of proficiency.

MEETING

MTG

### MEETING

The student demonstrates learning that meets the expectations of proficiency.

PROGRESSING

PRG

### PROGRESSING

The student demonstrates learning that partially meets the expectations of proficiency.



# SRG Compared to Traditional Grading

Traditional Grading System	Standards-Referenced Grading System
Based on assessment methods (quizzes, tests, homework, projects, etc.). One grade/entry is given per assessment.	Based on learning goals and performance standards. One grade/mark is given per standard.
Assessments are based on a percentage system. Criteria for success may be unclear.	Assessment provides evidence of learning.. Criteria/measurement scales are made available to students ahead of time.
Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.	Separates academic achievement from behavior (soft skills like attendance, participation, etc). No penalties or extra credit given.
Include every score, regardless of when it was collected. Assessments are totaled by points and often averaged over time.	Emphasize the most recent evidence and/or preponderance of evidence of learning when grading.



# How Does SRG Work?

- Teachers design instruction, conduct assessment, and provide feedback to students aligned to academic/behavior standards
- Teachers organize evidence & report achievement by standard
- Marks are determined based on a body of evidence on standards
- Academic achievement is reported separately from academic behaviors
- Multiple opportunities to demonstrate mastery/proficiency are provided

A photograph of a handwritten table on grid paper. The table is organized into columns and rows, with numbers written in various colors (blue, red, green, black). Some numbers are circled in blue or red. The numbers appear to be scores or data points for different standards or students. The table is divided into sections by red lines, possibly representing different standards or student groups.



# Why SRG?

- **Pathways to growth and success are transparent.**
  - Students know the measurement tools used to evaluate success and what growth is necessary to improve
- **Supports hope and growth mindset**
  - Practices cultivate a learning environment of risk-taking and trust
  - Mistakes are a natural part of learning
  - Students to see grades as a temporary description of their level of mastery, not a static definition of who they are





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# Why SRG?

- **Supports intrinsic motivation and self-regulation**
  - Students pursue learning not points
  - Effective scales/rubrics equip students to be evaluators of their own performance
  - Empowers students to self-identify areas of strength and weakness, and to know precisely what it takes to succeed





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- Prepares students for a lifetime of learning and evaluation of performance
  - Casey's example

# Why SRG?





# Status of Reporting

Grade Level	Reporting Progress by Standard	Reporting a Letter Grade
<b>K - 5</b>	In place	No purpose
<b>6 - 7</b>	In place	No purpose
<b>8 - 9</b>	Developing	In place & necessary for transcripts*
<b>10 - 12</b>	Developing	In place & necessary for transcripts

\*Reporting letter grades is not necessary in 8th grade however, it is important for students to experience in the transition to transcribed grades. Any high school course (credited and transcribed) will report grades.

# Self-Assessment (Post)

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Pre	Post
A.	A.
B.	B.
C.	C.





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Share your new self-assessment  
with your table partners.

What growth did you see?

## Table Talk





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# Opportunities to Engage

## **January PAC Meeting**

*Update on District Audit (WestWind) + Staffing & Budget Overview*

Thursday, January 20, 2022 @ 6:00 p.m. - Northview Cafeteria

## **Strategic Plan Action Team Work**

Reach out to Jessie Dirks if interested in joining a team



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# Reflection & Wrap Up

Scan here to get involved and to share your input about tonight's meeting.

