



CURRICULUM NIGHT

2017-2018

September 19, 2017



Introductions

Network & Leadership Team

Mary Moss Brown

Shelli Merritt

Susannah Lund

Catherine Malone

Mitch Carraway

Ricky Singh



Introductions

Lower School

Vikki-Rose Tunick

Meg Scott

Meegan Whelan

Stefanny Fulcher

Middle School

Mary Moss Brown

Kendra Johnson

Andrea Miller

Lauri Clinch



Introductions

ELA/Humanities Team

Ms. Howard-McGowan

Ms. Smith

Ms. Doig

Ms. Whitelaw

Ms. Fields

Ms. Fernandez

Ms. Baldwin

Ms. Sluder

Ms. McClain

Mr. Ellis



Introductions

Math Team

Ms. Byrum

Ms. Fersner

Ms. Dreyer

Ms. Clark

Ms. Hollands

Ms. Carter

Ms. Davino

Ms. Brown

Ms. Wycinsky

Mr. Boidy

Ms. Berry



Introductions

Quest Team

Ms. Byrum

Ms. Fersner

Ms. Dreyer

Ms. Clark

Ms. Ritchie

Mr. Hartzell

Ms. Davino

Ms. Brown

Ms. Wycinsky

Mr. Boidy

Mr. Luft



Introductions

WL / CS Team

Ms. Salas

Ms. Benitez

Ms. King

Ms. Guerrero

Ms. Najenson

Ms. French

Mr. Morales

Ms. Maspons

Ms. Liao

Ms. Q. Wang

Ms. B. Wang



Introductions

EC and Support Team

Ms. Chambers

Ms. Pollara

Ms. Newswanger

Ms. Serrano

Ms. Asack

Ms. McDaniel



Introductions

Enrichment Team

Ms. Maspons

Mr. Quinn

Ms. Charde

Mr. Morales

Mr. Moore



This Year at Lab

Charlotte Lab Schools use the **community as our classroom** to provide **personalized, engaging and authentic** learning experiences designed to prepare students for **success** and **wellness** in **college** and a **global workplace**.

LEARN MORE... PTSO Meeting, 9/26 @ 6:15pm



Student Culture

❖ **Challenges:**

- Consistency
- Accountability
- More celebration of positive behavior

❖ **Values:**

- Behavior as opportunities for learning & growth
- Restorative approach - “making it right”
- Build students’ independent problem-solving skills
- Develop students’ metacognitive skills



Introducing Class Dojo



❖ Benefits:

- Fun
- Improved communication
- Improved tracking

❖ Lab adaptation:

- Lab Way (LS) Points
- Code for Living (MS) Points
- Growth Points
- Focus on percentage



Class Dojo & Discipline



❖ PART of LADDER of CONSEQUENCES:

1. Visual warning
2. Verbal warning
3. Growth Point
4. Think Sheet
5. Advisor Contact
6. Parent Contact
7. ULab Referral

❖ RESTORATIVE CONVERSATIONS during each part of the process



Supporting Lab @ Home

❖ **Avoid JUDGEMENT:**

- Tell me *your* perspective of what happened.
- Why do you think that happened?
- How did you feel when that happened?
- How do you think that made ___ feel?

❖ **Maintain a GROWTH MINDSET about behavior:**

- What did you learn from this?
- What do you think you can/will do differently next time?

❖ **Implement NATURAL CONSEQUENCES:**

- How do you think you could “make this right”?



Grading & Academic Communication

LOWER SCHOOL

- Seesaw
- PowerSchool: Trimester progress reports
- Mastery scale
- Growth

MIDDLE SCHOOL

- Cortex
- Number Grade Scale
- More details in 6th grade presentation



More Communication at Lab

The Basics

- Enewsletter: *This Week at Charlotte Lab School* - first school day of the week
- “Green” Communication Folder: Important Schoolwide & Grade Level Notices
- Advisor: Primary Contact/Liaison
- Seesaw (lower school): Blog & Student Work

Other Ways to Stay Connected

- Facebook Pages: Official and “Parents”
- Twitter: @cltlab
- Instagram
- Text Reminders: Remind 101
- Website - www.charlottelabschool.org select Parent Resources



Academic Services

LAB approach to Intervention & Academic Support:

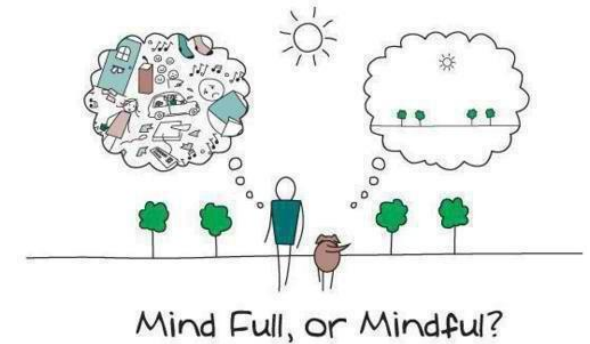
- Goal:
 - To provide a spectrum of academic services to meet all students' educational needs
- How are students in need identified?
 - All content area teams utilize a cyclical data-driven intervention system to ensure students in academic need are identified in a timely and efficient manner
- Services:
 - 504 Plans (504)
 - Individual Education Plans (IEP)
 - Limited English Proficiency Plans (LEP)
 - Private Therapy Partnership w/ Crossway Pediatric Therapy
 - Speech-Language Therapy
 - Occupational Therapy



Counseling Services

LAB Approach to Advisory/Counseling:

- Goals: Smaller group, coach, liaison, point person
- Counseling Approach: Whole child, solution focused, outside referrals
- How to request an appointment
- Curriculum: Mindup, Character Lab, social-emotional topics, conflict resolution, developmentally aligned





Character Lab

Program

- **Angela Duckworth** (UPENN) created the Character Lab- Advances the science & practice of character development
- Duckworth: Determined-**9 essential character strengths** that support character development
- **Research** (In 2011), meta-analysis: 200 schools with school-based character development programs-Results-improves both **behavior and academic achievement improved**
- Character strengths- can be biggest predictor of student success
- Results: **self-regulation, attention, higher innovative thinking, and healthier relationships**



Character Lab

Nine Essential Character Strengths with Mindfulness

Grade Specific Focus

- GRIT
- GRATITUDE
- CURIOSITY
- GROWTH MINDSET
- SELF-CONTROL
- SOCIAL/EMOTIONAL INTELLIGENCE
- PURPOSE
- OPTIMISM
- ZEST
- MINDFUL LIVING
- [Character Lab Handbook](#)



Lab approach to Music

Early Elementary Curriculum:

- Fundamental skills learned with REAL instruments and a varied repertoire of timeless songs
- Cultivating a positive relationship with music by reinforcing why we “Play” music

Upper Elementary Curriculum:

- English. Chinese. Spanish. Music. These are the four languages that students will learn at CLS
- Individualized instrumental specialization (No Recorders!). Students will specialize on Piano, Voice, or Ukulele
- Keeping an eye towards High school and College. Focus on building an audition repertoire

Vision for Middle School Music:

- Chorus, Band, Digital Music Production, and Songwriting
- Broadening instrumental offerings
- Ambassadorial group and individual performances



Lab approach to Art

Early Elementary Curriculum:

- Foundational skills: Make Art, Look at Art and Talk about Art
- Process over Product. Artmaking is experiential and kinesthetic

Upper Elementary Curriculum:

- Continue exploration of Foundational art skills
- Support natural interest of this age for achieving realism and mastering techniques
- Visual Literacy component

Vision for Middle School Art:

- “TAB” (Teaching for Artist Behavior) Model: Independent, student-selected projects.
- Building portfolios for High School
- Student docent program

Drama



- Partnership with Children's Theatre of Charlotte
- Grades K-1: exclusive Lab curriculum
 - One live show per grade per year & back-stage access
- Sixth grade elective enrichment class
 - Foundations of acting: How does an actor create a role?
How does an actor audition?
- All grades:
 - Exposure to literary/literacy connections through reading/writing
 - One live show per grade per year & back-stage access



Chess

The Lab approach to Chess Instruction:

- Partnership with Young Master Chess (Mr. Dominique Myers)
- Available for students in grades 2-3
 - Exposure to:
 - Teaching basic principles of chess
 - Building muscle memory and endurance
 - Focus on patience, strategy and team-work
- After school class and team participation opportunities



Technology & Computer Science

- K-8 emphasis on computer skills, typing, and digital citizenship
- Lower School Curriculum (4th & 5th grades)
 - Collaboration, problem-solving skills, and persistence through difficult tasks
 - Programming concepts, computational thinking, digital citizenship, and development of interactive games or stories
- Middle School Curriculum
 - **SciGirls Code** - Project Scientist year-long program for girls
 - **DesignLab** - Integrates use of varied technology tools into problem solving using design thinking



What's Next?

GRADE LEVEL LOCATIONS:

K = Salas

1st = Doig

2nd = Music/Hollands

3rd = Carter

4th = Art/Quest

5th = ELA

6th = Math/Quest