

# CURRICULUM & INSTRUCTION

Presented by Dr. Tiffany Bone



#### Mission

Equip all students with the skills to be productive members of society.

#### **Values**

We will always put student needs first.

We believe relationships matter.

We expect accountability.

We operate with transparency.

We prioritize student and staff safety.

#### Vision

We are a destination district built on relationships, collaboration, and a culture of excellence.



## **GOALS**



Students will master grade-level reading targets by the beginning of third grade. For their remaining school career, they will achieve reading targets at/or above grade level.



Students will perform at/or above grade level in math.



Schools and administrative buildings will be safe, welcoming environments where authentic, productive relationships are valued.



Our system guarantees relevant classes for every secondary student and maximizes student choice.



# C & I Team Vision

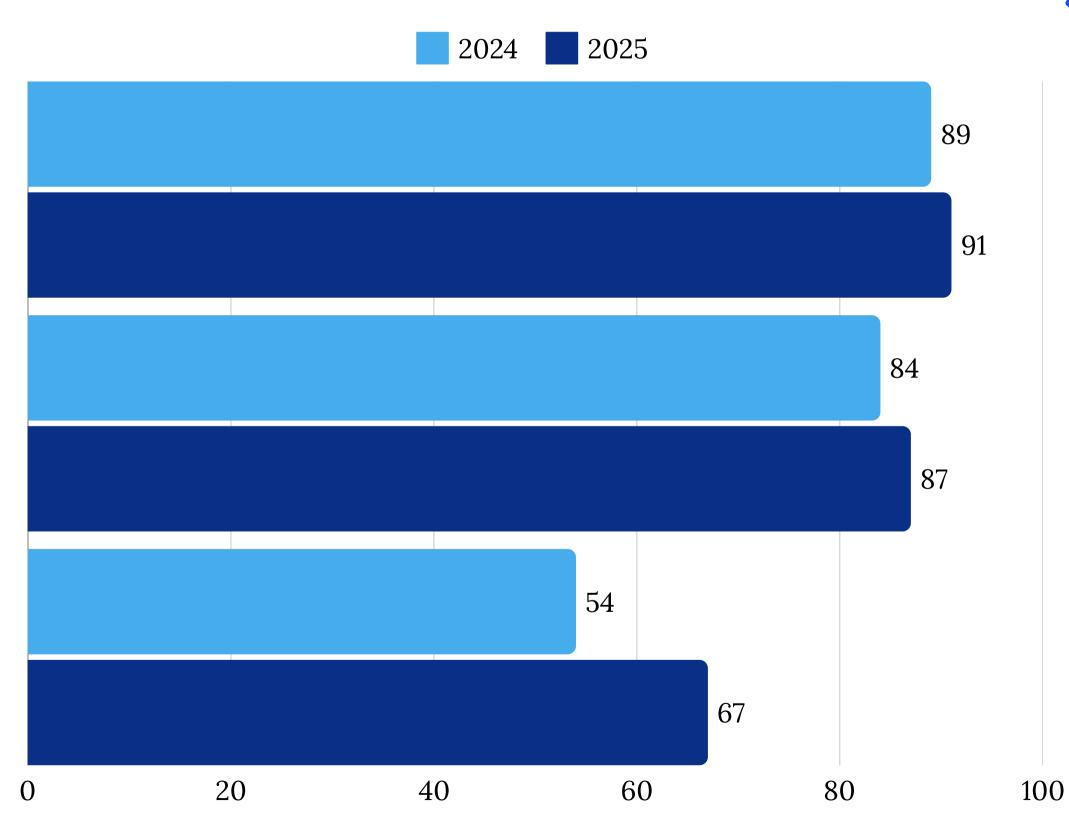
All Schools have engaging, collaborative, and supportive classroom environments where every learner actively participates in gradelevel instruction, guided by a teacher who facilitates meaningful learning experiences in a safe, caring, and nurturing space.

## ON GRADE LEVEL INSTRUCTION

Instructional materials are aligned, cognitively demanding, and reflect grade level expectations

Students are engaged in grade-level instruction with appropriate supports/scaffolding

Students understand and can articulate what they are learning

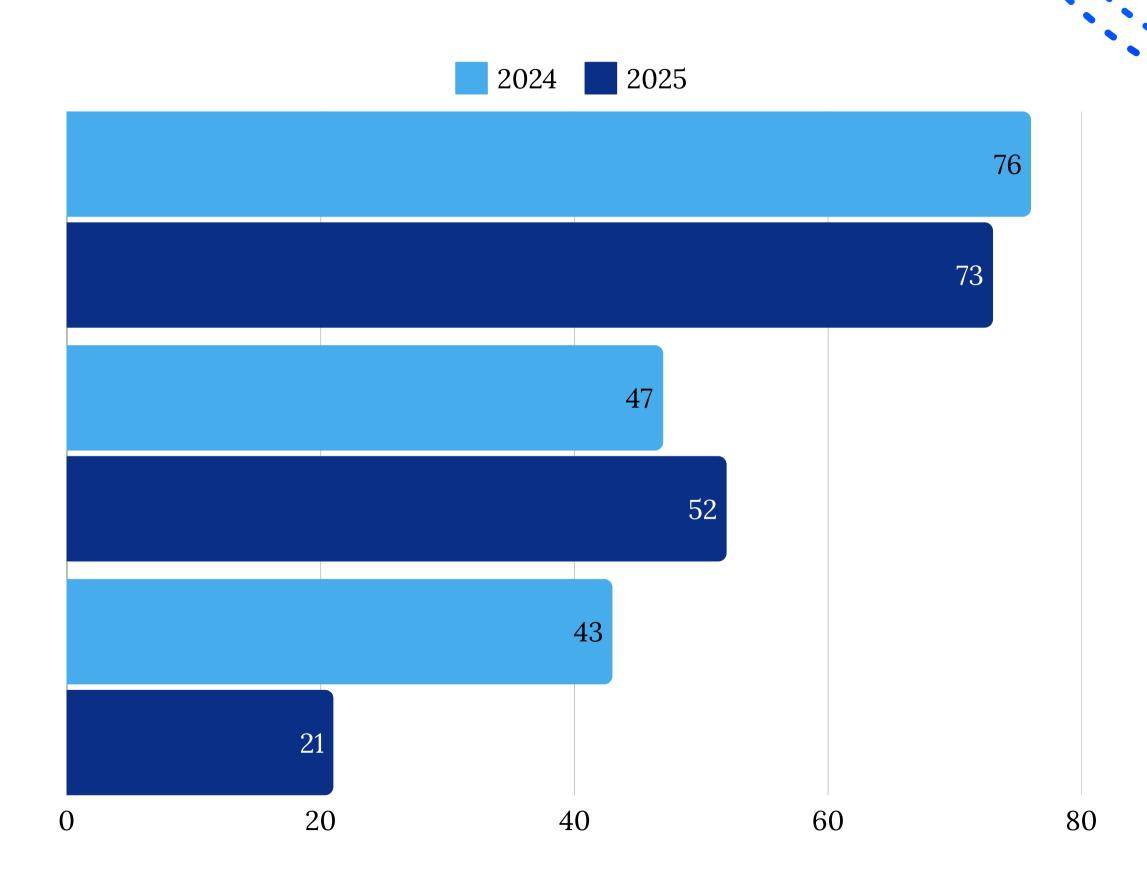


#### EFFECTIVE FEEDBACK

Students receive and/or give specific, timely, and constructive feedback to extend the learning

Student assessments (formal and informal) match learning expectations and targets

Students check their work against clear criteria (rubrics, examples of student work, anchor charts, etc.)

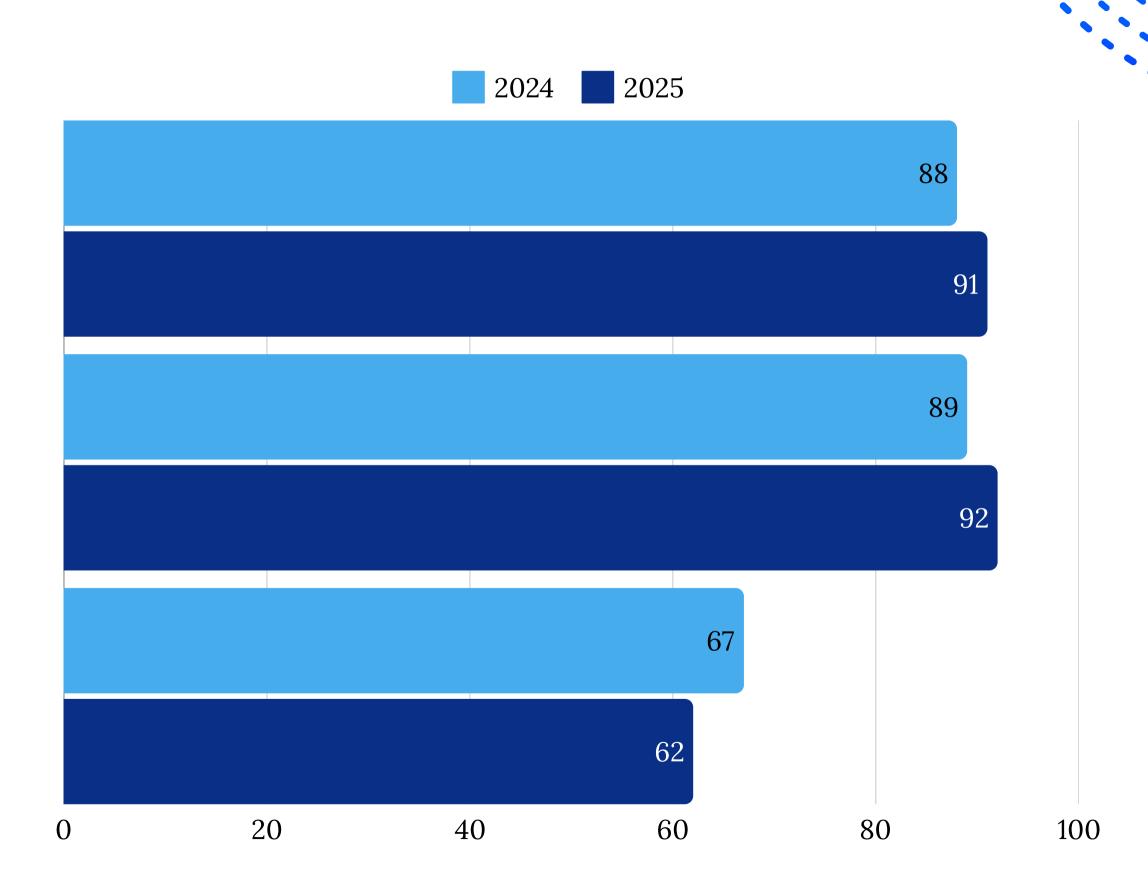


#### HIGH STUDENT ENGAGEMENT

The pacing provides students the time to process and be engaged (individually/pairs/groups)

The majority of students are active participants who are intellectually engaged in the learning

Activities, assignments and materials require students to work at a high level of rigor

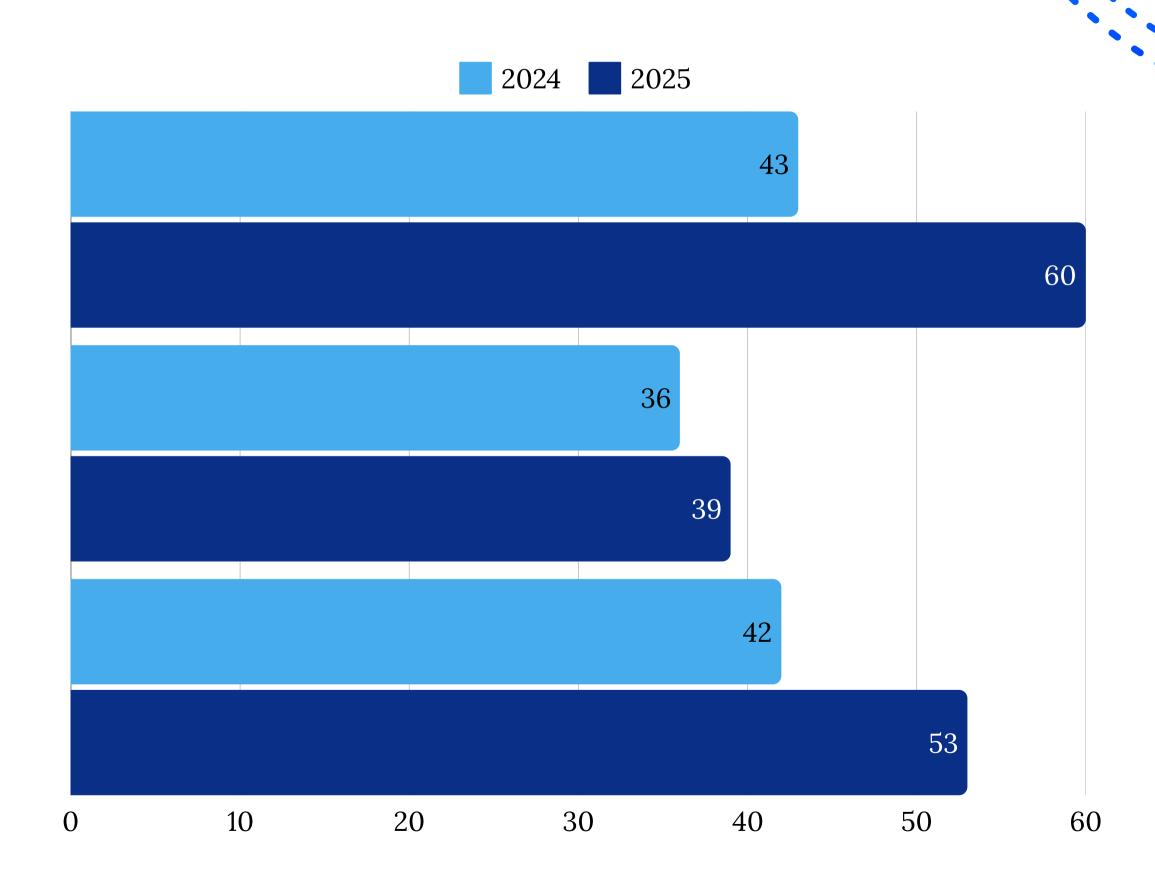


## HIGH STUDENT ENGAGEMENT

Students are having discussions relative to the objective/learning (peer-to-peer, student-to-teacher)

Students are working collaboratively, and groupings are appropriate for instructional outcomes

A variety of questioning techniques is used to elicit thoughtful responses and/or invite discussion

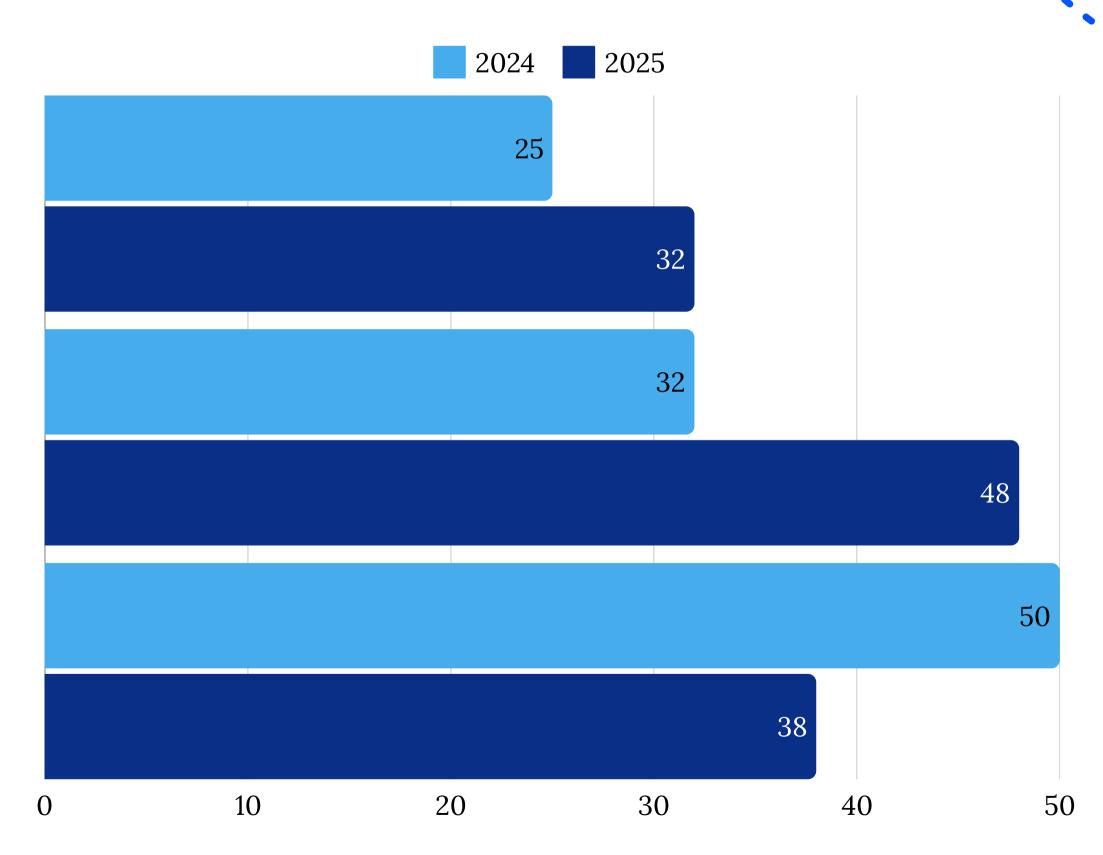


## HIGH STUDENT ENGAGEMENT

Physical movement strategies are used to increase energy and focus and is intentionally linked to the learning (clapping out syllables, stand-up/pair-up, four corners activity, etc.)

Disengaged students are redirected

Students interact with technology in a way that is aligned with the learning

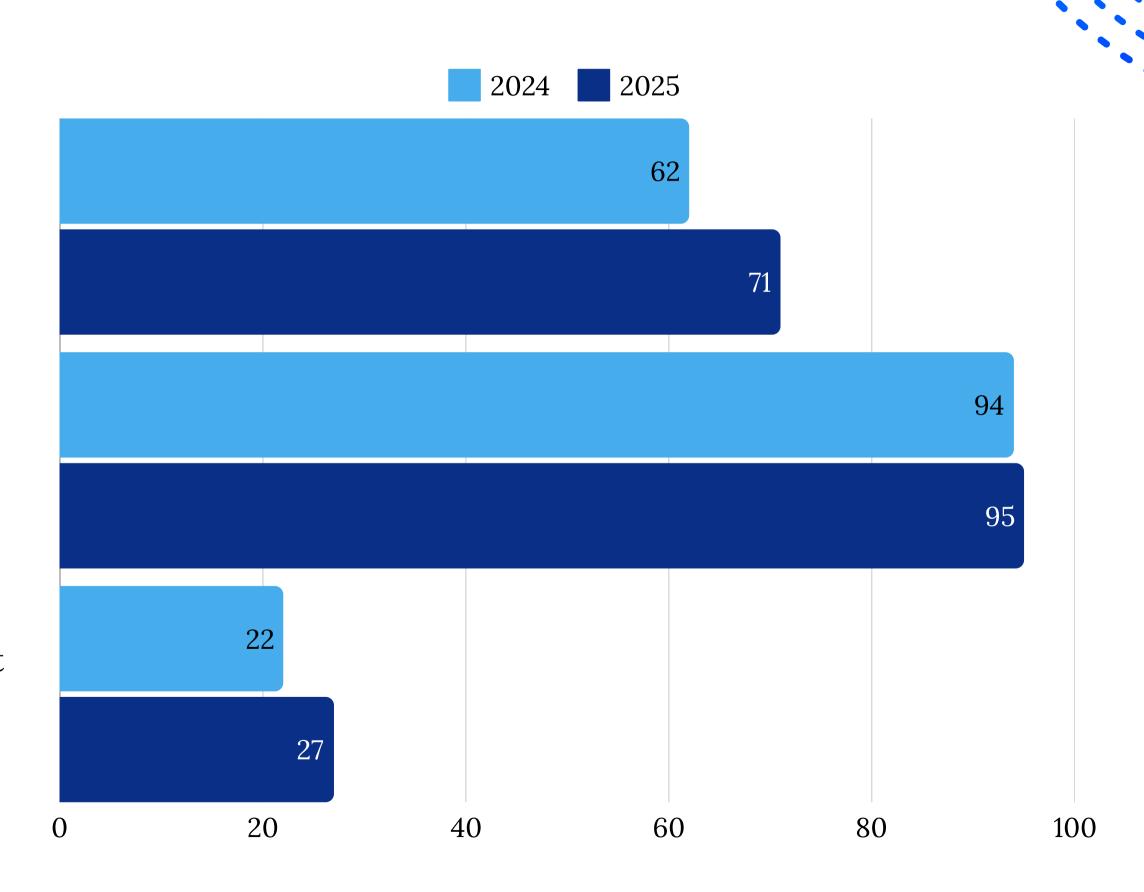


## SAFE LEARNING ENVIRONMENT

Instruction reflects knowledge of students' unique needs and diversity (small groups, scaffolding/supports for different students to meet their needs)

Student behavior is entirely appropriate; incidents of misbehavior are minor or appropriately managed for the situation

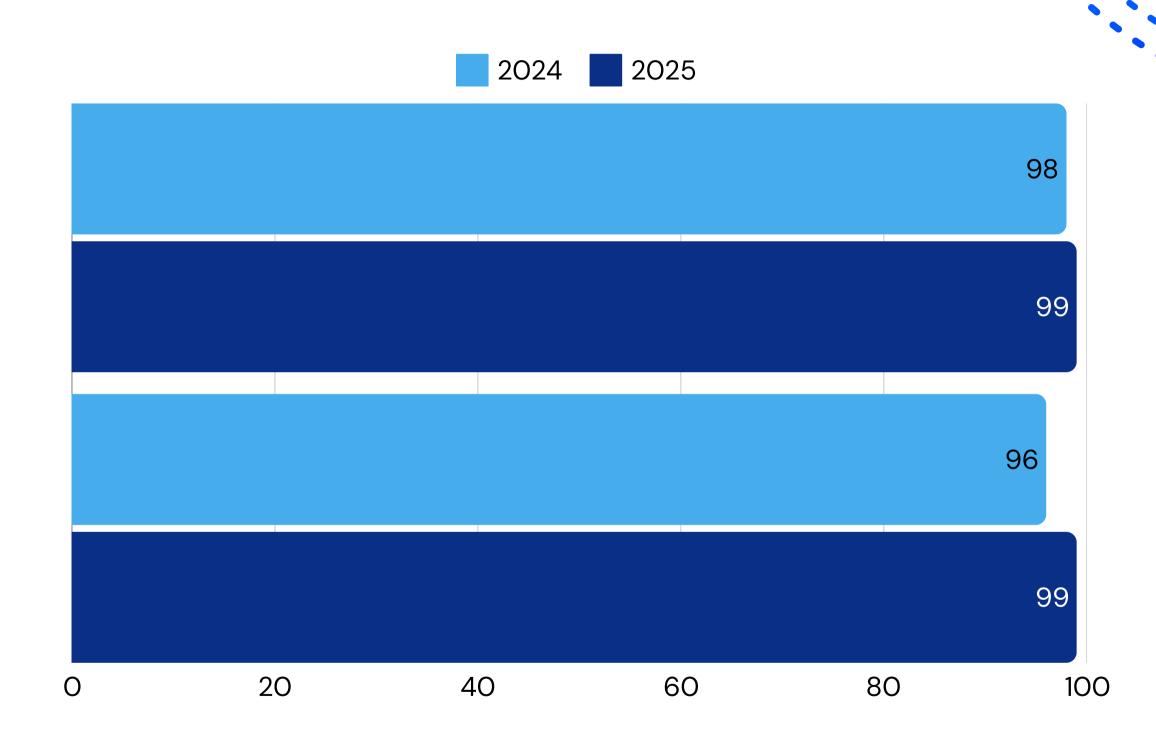
Students respectfully intervene with classmates to ensure compliance with standards of conduct



## SAFE LEARNING ENVIRONMENT

The classroom arrangement promotes safety, and the physical environment ensures the learning of all students

All interactions between students and the teacher are respectful



# CONTINUOUS IMPROVEMENT



Provide training on increasing rigor of student work.



Provide training on using clear, well-defined criteria to help students assess and improve their own work.



Continue to provide training on integrating technology using the SAMR model.



"Having a snapshot of where you are, where you are going, and what you are moving toward is incredibly powerful."

- Sarah Blakely