

Teaching and Learning

BOE Share May 2021

Strategic Planning (We got a plan)



Derby Strategic Planning



Launchpad: [Derby Strategic Planning](#) The link to view this document or share with others

Derby Guided Coalition Source Document: [Derby GC Source Document](#)

[Strategic Planning Dashboard](#)

A virtual dashboard to illustrate the progress of the components of the Strategic Vision

[Plan for Derby Strategic Plan Creation](#)

The plan that was shared with the Academic Sub-committee & Guiding Coalition to keep the work on track

[Derby Strategic Planning GC 1](#): The Google Slides presentation for the 1st Guiding Coalition meeting

[Derby Strategic Planning GC 2](#): The Google Slides presentation for the 2nd Guiding Coalition meeting

[Derby Strategic Planning GC 3](#): The Google Slides presentation for the 3rd Guiding Coalition meeting

Designing a Strategic Focus: GC Update

The heart of attaining portrait of a graduate

Should a 4th circle be added so that we can include the families with this work.

Having visuals / supports for students in order to succeed

How are families a piece of this puzzle?

All 3 are linked to how we will work with questioning.

Is there a particular order to the topics?

Does this contradict the pie chart or the way that piece together the PoG?

How easy is it to explain the thinking behind the circles?

You need each of the 3 circles to be working and willing in order for the center piece to work.

Questioning is the heart of learning.

As a visual learner, I need to see what this looks like first. Someone modeling this with examples would be very helpful.

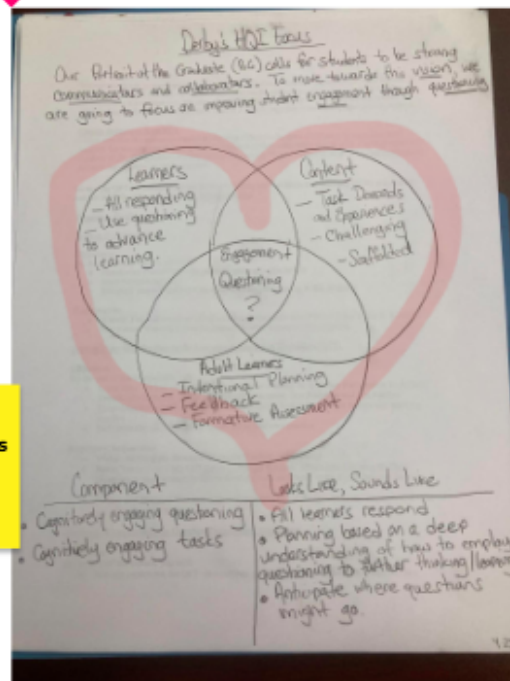
Our focus is engagement and the way we will do that is through these questioning Technics.

Is the pie chart more solid and the venn diagram more of an ever changing piece. Do we consider taking the pie chart topics and think of each piece while working with the venn diagram.

Can we (STudents and Staff) tell the story of PoG using this image

Example: Empathy: What does that look like with each piece of the venn diagram... and in a particular classroom.

Giving learners the power of choice-making it personalized.



Thank you to whomever posted this wish I had thought to do that

School Strategy Maps (Drafts: Revised Across the Year)

Action Planning for Instruction
 2019-2020 Planning for 2020-2021

District of Columbia							
Current Status and At-Risk	Building Action Plan	Building Action Plan	Teacher Leaders (if available)	Teacher Leaders (if available)	Teachers will do...	Teachers will do...	ESG (if available)
SOCIAL-EMOTIONAL LEARNING/SEL/ACCOMPLISH							
<ul style="list-style-type: none"> SEL will provide a healthy sense of purpose and resilience to ensure all students reach their full potential ...to provide experiences for students 	<ul style="list-style-type: none"> ...to support social-emotional learning and SEL ...to provide professional development for staff 	<ul style="list-style-type: none"> ...to provide professional development for staff ...to provide SEL training for staff 	<ul style="list-style-type: none"> ...to provide professional development for staff ...to provide SEL training for staff 	<ul style="list-style-type: none"> ...to provide professional development for staff ...to provide SEL training for staff 	<ul style="list-style-type: none"> ...to provide professional development for staff ...to provide SEL training for staff 	<ul style="list-style-type: none"> ...to provide professional development for staff ...to provide SEL training for staff 	<ul style="list-style-type: none"> ...to provide professional development for staff ...to provide SEL training for staff

[Bradley Action Planning Winter 2020](#)

[Irving Action Planning Winter 2020](#)

[DMS Action Planning 10-2020](#)

[DHS Action Planning Winter 2020](#)

[LRU Action Planning Winter 2020](#)

[RAISE Action Planning Winter 2020](#)

Math Curriculum Implementation Focus



Curriculum Updates



Previewing and Reviewing New Math Resources

- Step One: General Overview of Illustrative Math
- Step Two: The K-12 Alignment to a Common Math Model
- Step Three: Introduction to the Resources
- Step Four: Log In and Look Around

Little Bobcats Say...

"...it was good! It was different to me. It showed me the math."
-Bradley 3rd Grader

"...I learned from it, too. I liked how it was on the board. I had
my own paper."
-Bradley 3rd Grader

"The tools are fun. I use cubes, blocks, frames, and posters."
-Bradley Kindergartener

"The quack quack quack song is funny!"
-Bradley Kindergartener

