



2019-20 District Initiatives

Building Tomorrow's Leader Today

Pupil Outcomes

Language Arts curriculum provides students with balanced literacy instruction and integrated language development for English Learner students.

All students read at or above grade level by the end of grade 3.

Mathematics curriculum provides students with opportunities to persevere, communicate, think critically and reason abstractly. Proficiency develops over time and yearlong spaced practice/spiral review is critical for learning.

All students are fluent in basic math facts (+/-, x/÷) by the end of grade 3.

Universal Access (UA) Time provides all students with tiered instruction for a minimum of 90 min/week in ELA and/or Math at the elementary level and 100 min/week in both ELA and Math at the intermediate level. Using data students are grouped and regularly regrouped by skill or need and provided timely differentiated instruction to remediate, reinforce, or extend learning.

Closing the Achievement Gap: Universal Access instruction provides students performing below grade level with timely intervention/additional instruction aligned with identified needs within the school day. UA coaching provides support in analyzing data, selecting resources for UA instruction, monitoring student progress, and adjusting instruction to promote student growth. 2019-20 UA Focus: Literacy Gr 3-5 and Math Gr 6-8.

Engagement

Academic engagement structures are used regularly (daily) to support equity in the classroom and increase student engagement and collaboration.

Social engagement structures are used twice a week for class building or team building to promote a positive classroom and school climate.

Kagan Cooperative Learning training and on-going coaching provides teachers with time to review structures and functions as well as encourage teachers to acquire new engagement structures.

Closing the Achievement Gap: Engagement structures provide equal opportunities for student input, individual accountability during tasks, and active discussion-based learning environments.

Culturally Responsive Schools & Classrooms

Climate of inclusion, respect, connectedness, and caring is fostered in the school and classroom. Culturally appropriate practices are in place to ensure that students and their families are welcome. Weekly cooperative learning social structures reinforce the value of respecting others' differences.

Curriculum values, honors, and responds to students' backgrounds and culture. Culturally responsive teaching is student-centered, differentiated, engaging, and rigorous.

Assessment data is used to monitor student progress, the disparity in academic performance between student groups, and a range of appropriate interventions.

Positive Behavioral Interventions and Supports (PBIS) creates a positive school-wide environment that uses strategies for defining, teaching, and supporting positive expectations for student behaviors.

Closing the Achievement Gap: Culturally responsive instruction creates learning environments that use students' cultures, interests, and experiences to make learning accessible and establishes a shared vision of common school community values, beliefs, and behavior expectations.