

Elementary Curriculum Implementation Updates December 1, 2021

A Meaningful Diploma For All Students

- Read, Write, Think, and Learn well because we intentionally, explicitly, and systematically taught them to. ACROSS ALL CONTENT AREAS and IN A VARIETY OF SETTINGS
- Be well physically, socially, emotionally, and mentally because we know and support our kids
- Be citizen-ready because of the opportunities and experiences that we provide them both in school and in the community



Overview

2018-2019 Curriculum Review &

Selection

2019-2020 Year 1 ELA Curriculum Science 2020-2021
Year 2
ELA
Math
Science
SEL - Second Step

Year 3
ELA
Math
Science
Second Step



Social and Emotional Learning Curriculum

Not Just Better Students, Better People™



Creating a safe and supportive learning environment through:

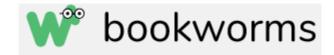
- Self-Regulation
- Skills for Learning
- Empathy
- Emotion Management
- Problem Solving



ELA Curriculum









UPK-2 Phonics Instruction K-2 Decodable Library UPK-1 Heggerty Phonemic Awareness

K-5 Shared ReadingK-5 English Language Arts2-5 Differentiated ReadingInstruction



Math Curriculum

EUREKA MATH





every child is capable of greatness

UPK - 5

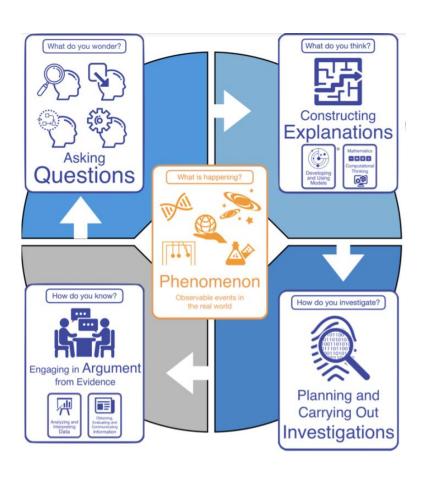
- "Students learn to think, strategize and solve problems, not just get answers."
- Coherence is created through the structure of fluency, concept development, application and debriefing.

Grades 1-5

- Equip: Adaptive diagnostic tool identifies a student's last point of success
- Navigator & In Sync: Provides direct instructional videos, supporting lessons, and fluency practice
- Helps students close knowledge gaps through curriculum, instruction, & assessment



Science



- Life Science
- Earth & Space
- Physical
- Engineering Design
- Practices



Hiring Practices and Policies

Developing policy, procedure, & practice for recruiting and training/retaining employees who support and strengthen our mission

Defining Roles and Responsibilities

Particularly for academic and behavioral support personnel including intervention teachers, school counselors, psychologists, social workers, and school resource officers

Professional Development and Evaluations

For all instructional and support staff wherein explicit training and opportunities for improvement is provided to meet district expectations

Developing Aligned Policies, Procedures, and Plans

Especially those that related directly to the support and management of teaching and learning and school climate/culture

Communicating with Parents and the Community

Explaining our expectations and processes and including opportunities for parent/community learning related to our MTSS and how parents can help at home.

Architecture

To ensure that each BSCSD student graduates with <u>a meaningful diploma</u>, our focus on student academic, social, and emotional learning and behaviors; explicit instruction and interventions; and targeted instructional support including professional learning requires a <u>Multi-Tiered</u>

<u>System of Supports</u> for students and staff alike

Sustaining Our Focus

Building and managing a long term plan based on the District's Vision, Priorities, and Goals with a strict focus on student outcomes

A Multi-Tiered System of Supports

- A well-defined Tier 1 curriculum which supports academic and social/emotional learning and behavioral expectations
- Explicit instruction which meets learning and behavioral expectations
- Clearly defined, structured, and time bound Tier 2 and 3 interventions for students who do not meet learning and behavioral expectations
- Clearly defined protocols for how a student enters Tier 4 – referral for special education services and programs
- A Code of Conduct which directly aligns to and supports the learning and behavioral expectations while also detailing consequences for behavior that is disruptive to teaching and learning
- A detailed plan for student and staff Health and Wellness which supports and balances the academic and behavioral expectations

Acknowledging Limited Resources

Time in particular, which requires that we base our choices/investments in scheduling, staffing, instruction, and intervention on the convergence of research and promising practices as to what works in teaching and learning

Developing Curriculum Selection and Review Processes

Which allow students to meet and exceed the academic and behavioral expectations and which allow staff to improve their teaching abilities

Developing/Adopting Aligned Assessments

Including screening, diagnostic, formative, and summative assessments that are directly aligned to the academic and behavioral expectations

Utilizing Accurate and Timely Data

Managing transition to new standards & necessary changes to instruction; creating and providing new pathways/opportunities for students

Providing well-designed Internal and External Learning Opportunities

That support Tier 1 instruction through course offerings, field trips, internships, externships, and related experiences

Designing Alternative Learning Spaces

That address the learning needs of certain students who would be better able to meet the academic and behavioral expectations in alternative settings

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Multi Tiered Systems of Support

K-5 Equity & Access **K-5 Tier 3** Specially Designed Instruction for Tier 1 Identify **Learning Gap** K-5 All Students Targeted, Tier 4 Specially Designed **Intensive** access Tier 2: Instruction and/or Special Services and Programs Intervention Walk to In addition to Tiers 1-3 Intervention Tier 3 - Intensive Intervention Monitor and Intensive, formalized problem solving to Adjust to (Reading) identify individual student needs. . Targeted research based intervention tailored to student WIN support student Math Tier 2 - Strategic Intervention growth (Supporting In addition to Tier 1 ◆ Research based interventions based on targeted need. . Ongoing progress Lessons) monitoring to measure student response to intervention and guide decision-making. Tier 1- Research, Standards-Based Core Classroom Instruction Universal Screening to target groups in need of academic and/or behavioral supports. . Differentiation of instruction including fluid, flexible grouping, multiple means of learning and demonstration of learning. Positive behavioral supports Progress Monitoring through multiple formative assessments.



Students: Meaningful Learning

- Routine use of valid and reliable common assessments
- Consistent utilization of curriculum and tools across grade levels and buildings
- Use of common language, protocols and structures to analyze and review work



Teacher Support



- Vendor Training
- District Level
- Building Level
- Grade Level
- Coaching



Next Steps

Year 4
ELA
Math
Science
Second Step
Social Studies

Year 5
Riview data and refine implementation and development

Year 6
Monitor for effectiveness and adjust as necessary



Questions?

"Educating Everyone Takes Everyone"