

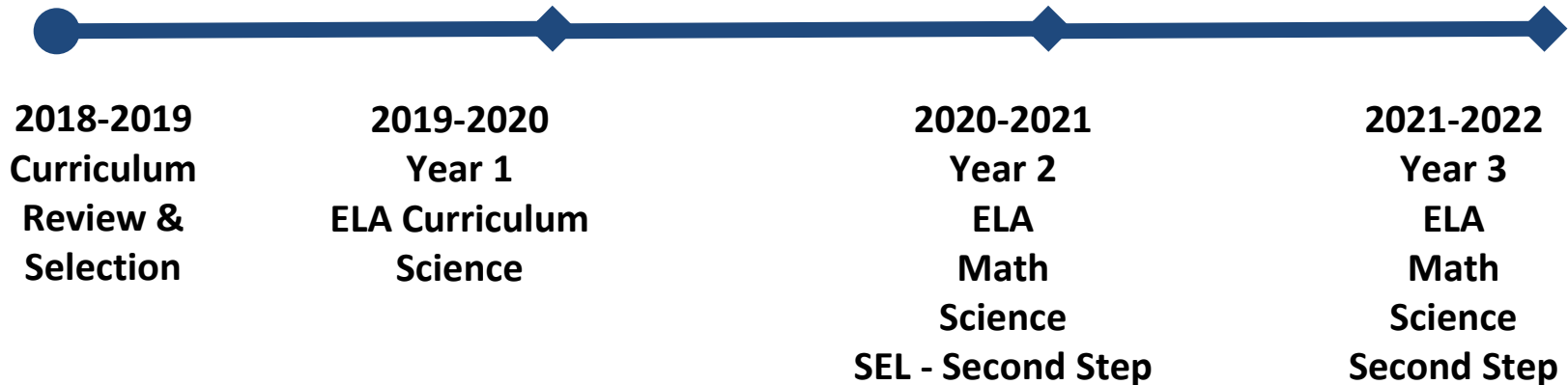
Elementary Curriculum Implementation Updates

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



Social and Emotional Learning Curriculum

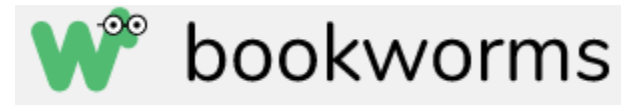
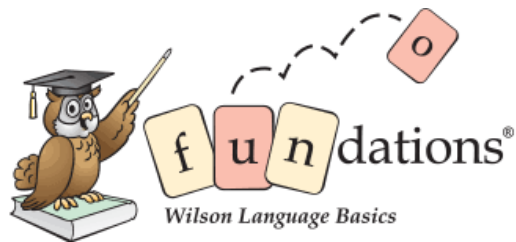
Creating a safe and supportive learning environment through:

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

Not Just Better Students,
Better People™



ELA Curriculum



GEODES™

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

K-5 Shared Reading
K-5 English Language Arts
2-5 Differentiated Reading
Instruction

Math Curriculum



every child
is capable of
greatness

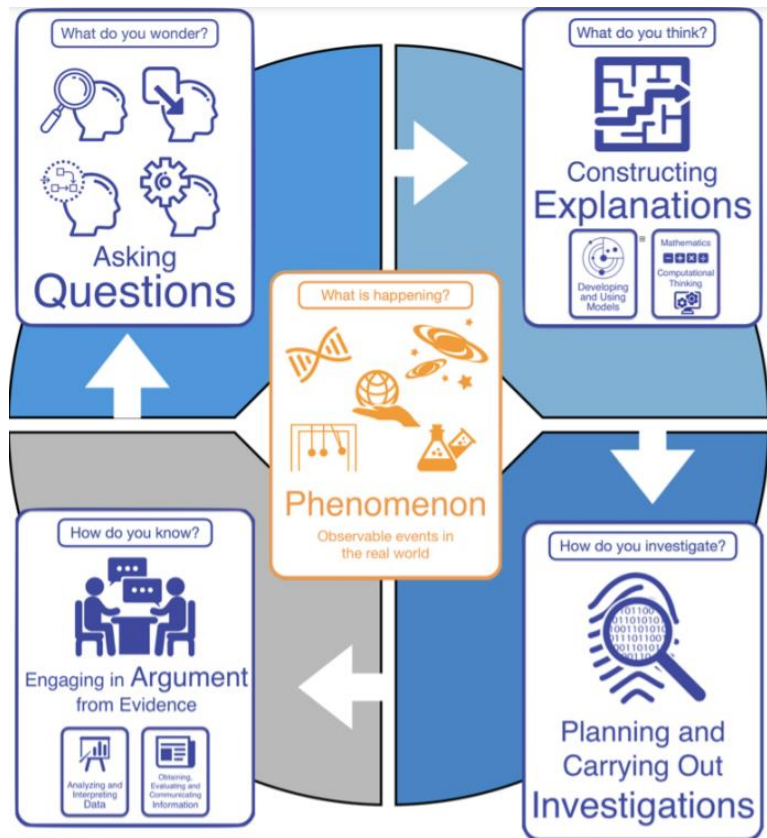
UPK - 5

- “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

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

- **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

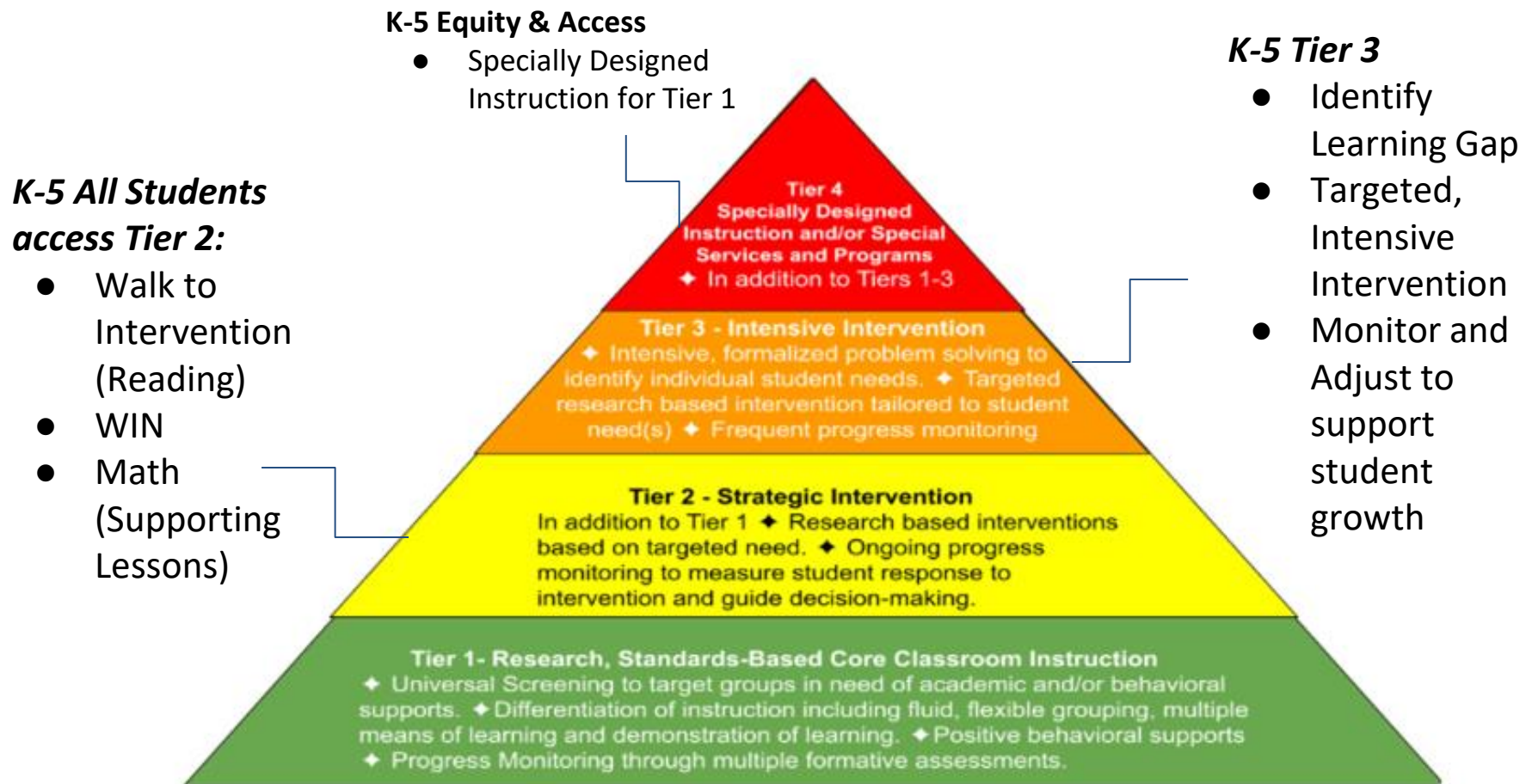
- **Developing Aligned Policies, Procedures, and Plans**

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.

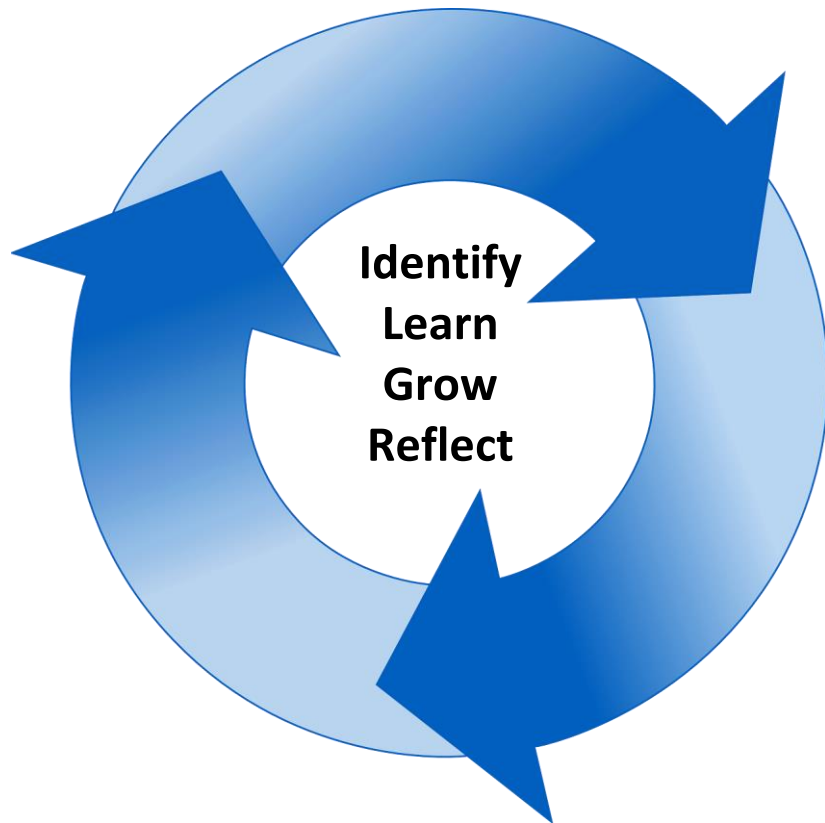
Multi Tiered Systems of Support



Students: Meaningful Learning

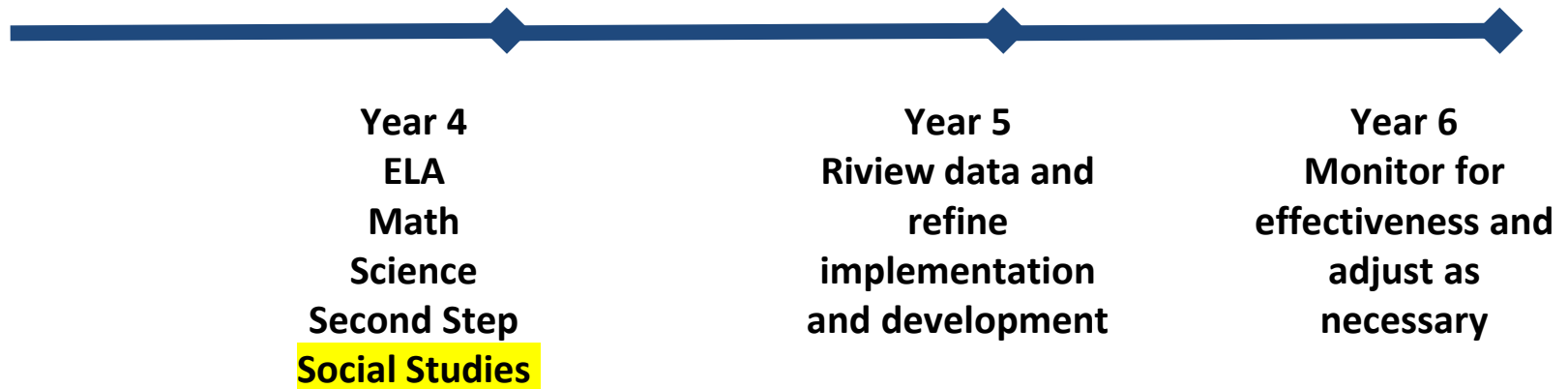
- Routine use of valid and reliable common assessments
- Consistent utilization of curriculum and tools across grade levels and buildings
- Use of common language, protocols and structures to analyze and review work

Teacher Support



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

Next Steps



Questions?

**“Educating Everyone Takes
Everyone”**