

Sample Draft to Illustrate “Funneling” Process

Teaching & Learning

Long-Term #1 Refine and strengthen each element of the model for teaching and learning with a focus on integration.

2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Instructional Strategies: Select framework with focus on common language, learning phases, and initial strategy roll-out.	Instructional Strategies: Reinforce learning phases via lesson plans with ongoing strategy roll-out and grade level/department discussion (e.g., PLCs).	Instructional Strategies: Pursue collaborative lesson planning with final strategy roll-out reinforced through PLCs.	Reinforce model for teaching and learning with evidence in each area (i.e., curriculum revisions/alignment, common assessments, and instructional strategies) via PLCs.
IDPR Implementation (All Departments and Programs Except Science)	IDPR Implementation (All Except 4 - 5) and/or IDPR Mini-Review Implementation (2 - 3 Depts)	IDPR Implementation (All Except 4 - 5) and/or IDPR Mini-Review Implementation (2 - 3 Depts)	IDPR Implementation (All Except 4 - 5) and/or IDPR Mini-Review Implementation (2 - 3 Depts)
Design IDPR Mini-Review Study Process and Pilot with Science	IDPR Mini-Review Study Phase (2 - 3 Departments)	IDPR Mini-Review Study Phase (2 - 3 Departments)	IDPR Mini-Review Study Phase (2 - 3 Departments)

Rationale: This long-term goal represents the heart of educational programs and systems. It is suggested that we condense from seven rows to three rows. In the Tier 1 setting, instructional strategies reflect an intentional focus on teacher action within the general education and/or classroom setting. This focus has the most immediate and profound impact on the maximum number of students. It is important to build instructional strategies through a collective (versus isolated) approach that integrates in other areas (e.g., professional development, performance management, etc.). IDPR implementation and the to-be-developed IDPR Mini-Review allow a focus on departments and programs beyond curriculum, instruction, and assessment.

All Notes from November 29, 2022 Session 2 (Reprioritized with “Nested” Concepts)

1. Instructional strategies (Professional Development, tier I best practices, student collaboration, differentiation, diversity of perspective, technology integration)
 - Select 2 - 3 specific strategies for 2023 - 2024 embedded in lesson plan (e.g., bell ringers as formative check/activate prior knowledge; differentiating content/process/product, collaboration through flexible grouping/think-pair-share/jigsaw, summarizing/note-taking)
 - Emphasis on “best practices” being dependent on different learning styles, grade levels, content areas, etc.
 - Discuss teaching and learning through walk-throughs and grade level/department meetings with best practice identification and sharing.

- Expand a core set of high leverage strategies in each year so that we finish 2026 - 2027 with approximately 10 - 12 instructional tools in the toolbox
 - Encourage opportunities for cross-curricular learning opportunities. (I.e. Staff from different departments co-teaching a class, options for students to complete different learning opportunities within the same class, etc.)
 - Connection between assessment and instruction: How assessment results influence instruction and curriculum adjustments.
 - We have focused on the “what” (developing and administering local common assessments) for several years.
 - This could potentially move to a row related to instructional strategies or professional development (workforce category) since we should now be using the results to make instructional decisions (e.g., pacing, reteaching, differentiation, etc.).
2. Continue implementing In-Depth Program Review Recommendations
- Departments are at various stages of implementation
 - Some teachers or employees are connected to multiple departments
 - Some recommendations may have implications for all teachers (e.g., Tier 1 differentiation)
 - Integration of learning goals across content areas [cross curricular/STEAM/PBL] (World Lang., SS/ELA, Math, Technology etc.)
 - Cross-curricular learning activities help students see the relevance of many various areas of study.
 - Life is cross-curricular and rarely limited to one isolated area.
 - Given the extra coordination required of integrating teachers or courses, it may be more practical to just have teachers focus on relevance/application as one of the instructional strategies sequenced over the next four years.
 - Technology key competencies embedded into K-12 curriculum (Digital footprint, digital citizenship, LMSs)
 - With a few specific course exceptions, technology is a means to access other learning.
 - The BCIT and Library IDPRs touch on key competencies.
 - It may be possible to identify minimum requirements tied to buildings and/or grade levels that are then embedded and made visible via lesson plans.
 - Sustainability integrated into K-12 curriculum where appropriate
 - Given the broad nature of this item, it may be more productive to focus on science (IDPR Lite) and Engineering & Technology (IDPR) to evaluate this concept and then embed in relevant courses.
3. Develop In-Depth Program Review “Lite” (Next Cycle)
- Design process and test with one department in 2023 - 2024
 - Small “course” corrections versus substantive changes
 - Need to identify which departments for each year and when/how the work is accomplished

Review Comments:

- Group 2 - Rank Order (Agree with the rank from group 7)
- Group 7 - Rank Order (3, 1, 2, embed 4 in 3, pause 5 except as noted in IDPR recs, pause 6 until 2025 - 2026, and focus on 7 as science IDPR Lite concept). We believe that the instructional focus should shift to top priority (position 1) since expanded focus on evidence-based practices will immediately impact every teacher (and therefore all students) regardless of tier. We think #4 could be embedded in the instructional strategies progression. Both #5, #6, and #7 are good ideas but require even higher levels of coordination/integration. We do not want the quality of 3, 1, and 2 to suffer.

Snapshot after Town Hall #2 Session #2

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7. Sustainability integrated into K-12 curriculum where appropriate
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Snapshot after Town Hall #2 Session #1

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Snapshot after Consolidation Work (November 2, 2022)

Refine and strengthen each element of the model for teaching and learning with a focus on integration.

- Continue implementing In-Depth Program Review Recommendations and Develop In-Depth Program Review “Lite” (Round 2)
- Integration of learning goals across content areas [cross curricular/STEAM/PBL] (World Lang., SS/ELA, Math, Technology etc.)
- Instructional strategies (Professional Development, tier I best practices, student collaboration, differentiation, diversity of perspective, technology integration)
- Technology key competencies embedded into K-12 curriculum (Digital footprint, digital citizenship, LMSs)
- Sustainability integrated into K-12 curriculum where appropriate
- Connection between assessment and instruction: How assessment results influence instruction and curriculum adjustments.

Snapshot after Town Hall #1

Refine and strengthen each element of the model for teaching and learning with a focus on integration.

- Curriculum (1, 2, 3)
- **Instruction* [see differentiation*]; embed instructional and active engagement strategies in written curriculum in conjunction with lessons/units] (1, 2, 3, 8)**
- Assessments(1, 2, 3) - Data analysis resources/strategies
- IDPR Implementation (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- IDPR-lite (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- Update curriculum resources to provide for additional student needs (7)
- Social learning is becoming more difficult and there is a need for more intentional learning (7)
- Revise curriculum and embed new resources (phonics) and standard (science) (10)
- Review content areas and determine where SEL can be pulled and reinforced (10) (7)
- Make cross curriculum connections and help students see them (10) - Ex: technology
- Intentionally focus on technology skills in all departments (10)
- (8) World Languages IDPR was recently completed; could it be reviewed to consider moving it to younger grades? (6; suggested having non-World Language teachers learn x amount of words and teach them in their core contents/down-time/transition)This would include cultural studies & transition being embedded in the stories; science, math. The languages and cultures should be considered (we can look to the neighboring districts). Create opportunities to develop our students to become global citizens. Can the food of our culture be added to our schools?
- Review common assessments and use data to revise curriculum as well (10) Data for action
- Where does Safety & Wellness fit within these categories? Is it the shelf holding the books? (1) (7)
- Adding more computer science courses and foreign language courses (6)
- LT Instructional goal - integrate more opportunities, group work in all grade levels to build peer group collaboration to develop individual strengths, abilities and learning of diversity of perspectives. STG; Problem based learning for teachers (1)
- Integration of technology into all courses; additional certifications for students; coding; technology innovation; typing; (3) scaffold technology curriculum K-12.
- LT Instructional Goal: Flexibility and delivery of learning approaches (1)
- Increase gym class or brain breaks (2)
- Increase keyboarding learning time
- Learning gaps for new students coming in at a different pace than PR (2)
- Conduct a study of the academic schedule construction at the secondary level to enable student athletes to attend academic classes.(2); Academic support scheduled at the end of the day for athletes (2)
- Progress & Engagement: How do we better engage students at three primaries before transitioning to EHUE. Each building has its own 'culture' how do we create relationships before they all funnel into grade 4. Instruction: i.e. Three buildings participate in one activity or class via technology (meet) (1)
- Integrate sustainability into curriculum areas where appropriate to support the efforts being made in the Finance/operations category.
- **The daily rotation is difficult because the times for specials are different and not similar every day to allow for planning. (9)**
- **Increase math focus in earlier grades for students performing at a higher level; example- there is so much time spent for reading and opportunities -more than math(7)**
- **Always making sure we are up to date on professional development for teachers (7)**
- How do we strike a balance between technology usage and more traditional learning.Book

- Focus on SEL/mental health opportunities within the curriculum itself (5)
- Both in middle school and high school, learning about utilizing social media in a respectful and appropriate manner. (6)
- Teaching teachers how to properly address situations with student to student disrespect so that those moments do not go unaddressed.
- Community/Parents are a big part of the safety, security and culture (8)
- Culture can improve when others know that there are diverse backgrounds and not everyone grows up the same way (8)
- Building safe spaces in schools - sticker on individual teacher doors open to students (8)
- How do we get students without IEP's to have check ins and consistent case managers that they become comfortable with like those students who do.
- Find ways to make learning fun for students (1) Hands on practical activities.
- (1) Teachers need to get to know their students better, and consider how to use students' interests in assessments.

Snapshot of Current Plan

Teaching and Learning			
2019 – 2020	2020 – 2021	2021 – 2022	2022 - 2023
Refine and strengthen each element of the model for teaching and learning with a focus on integration.			
In-Depth Program Review Study Phase (English Language Arts, Library and Music)	In-Depth Program Review Study Phase (Special Education, World Language, and Art)	In-Depth Program Review Study Phase (H/PE, FCS, Counseling & Health Services)	In-Depth Program Review Study Phase (Engineering and Technology and Science)
In-Depth Program Review Implementation	In-Depth Program Review Implementation	In-Depth Program Review Implementation	In-Depth Program Review Implementation
Common Assessment Evaluation and Collaborative Discussion	Refine Common Assessments & Curriculum	Grading/Feedback Guidelines in New SIS (Design & Implementation)	Grading /Feedback Guidelines in New SIS (Refinement)
Implement K-12 Education Corporation Partnership (ECP) STEAM integration Plan	Refine and Expand ECP STEAM Integration Activity or Project for All Students	Develop and Deeply Embed One Additional STEAM Integration Project with an Additional Corporate Partner	Evaluate the Sustainability and Impact of STEAM-Related Corporate Partnerships