



CAPITAL
SCHOOL DISTRICT

Strategic Intent 2

Meeting the Needs of the Whole Child

March 15, 2017

Strategic Intent 2

2.1 Professional Learning

2.2 Master Schedule

2.3 District RTI

2.4 Advocacy Prioritization

Professional Learning
2.1

Academic Priorities K-4

Academic Priorities 5-12

Social Emotional Priorities

Professional Learning Focus

Systems and Schedules
2.2

District Instructional Model

School Schedules

Implementing the Create a School Process

Specialized Instruction
2.3

Response to Intervention

Special Education

Gifted & Talented

Advanced Coursework

English Language Learners

Advocacy Prioritization
2.4

Board Legislative Priorities

District Advocacy Team

2.1 Professional Learning/Academic Priorities/ Implementing the Common Core K-12



2.1 Professional Learning/Social and Emotional Priorities

Universal Screeners for Students

- Developmental Assets Profile - Ages 11-18 (Grades 6-12)
- Attitudes & Behaviors Survey - Grades 6-12
- REACH Survey- 6th-12th Grades



2.1 Professional Learning Social/Emotional Priorities/Behavioral

Nurses	Teachers	Paraprofessionals	Counselors, Psychs, etc	Deans
• Cultural Competency • Having Difficult Conversations with Parents • Building Trust with Parents	Classroom Mgt 1 & 2 • Establishing Routines, Teaching Expectations, Understanding Basic Behavioral Principals • De-escalation, Differentiated Instruction, Indiv & Group Incentives • Cultural Competency • Trauma Informed Practices • Brain Science • Engaging Parents in Intervention Process	• Cultural Competency • Classroom Mgt 1 & 2 Limited Depth and Breadth • *Trauma Informed Practices * To begin this summer +Dedicated time throughout SY 17-18	• See Teachers • How to Coach Classroom Teachers • How to Intervene in the Classroom • Clarification of Roles (Counselor, Interventionist)	• See Teachers • Cultural Competency • Trauma Informed Practices • Facilitating disputes/ Restorative Circles

2.1 Professional Learning/Social Emotional Priorities

District Social Emotional Leadership (SEL) Team to support & monitor the development of our local capacity for sustainable, culturally relevant, and high fidelity implementation of multi-tiered practices and systems of support in the area of student social, emotional, and behavioral needs.



2.2 Systems & Schedules/ Calendar 2017-18 School Year



“The New Normal”

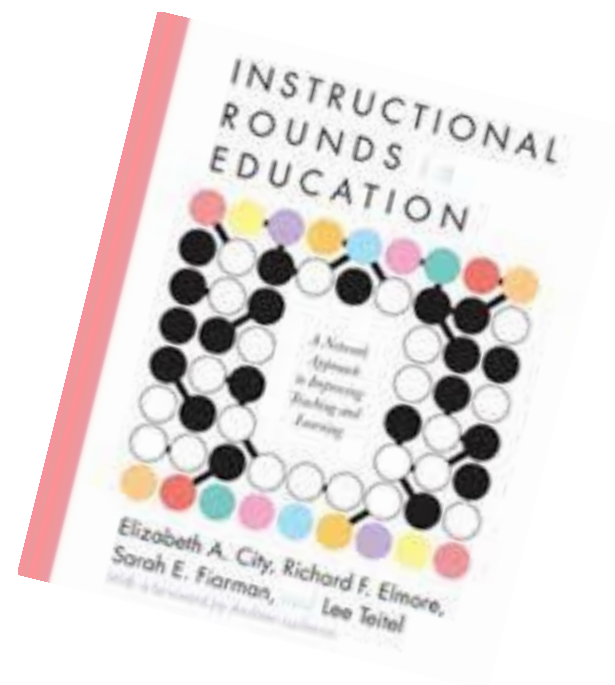
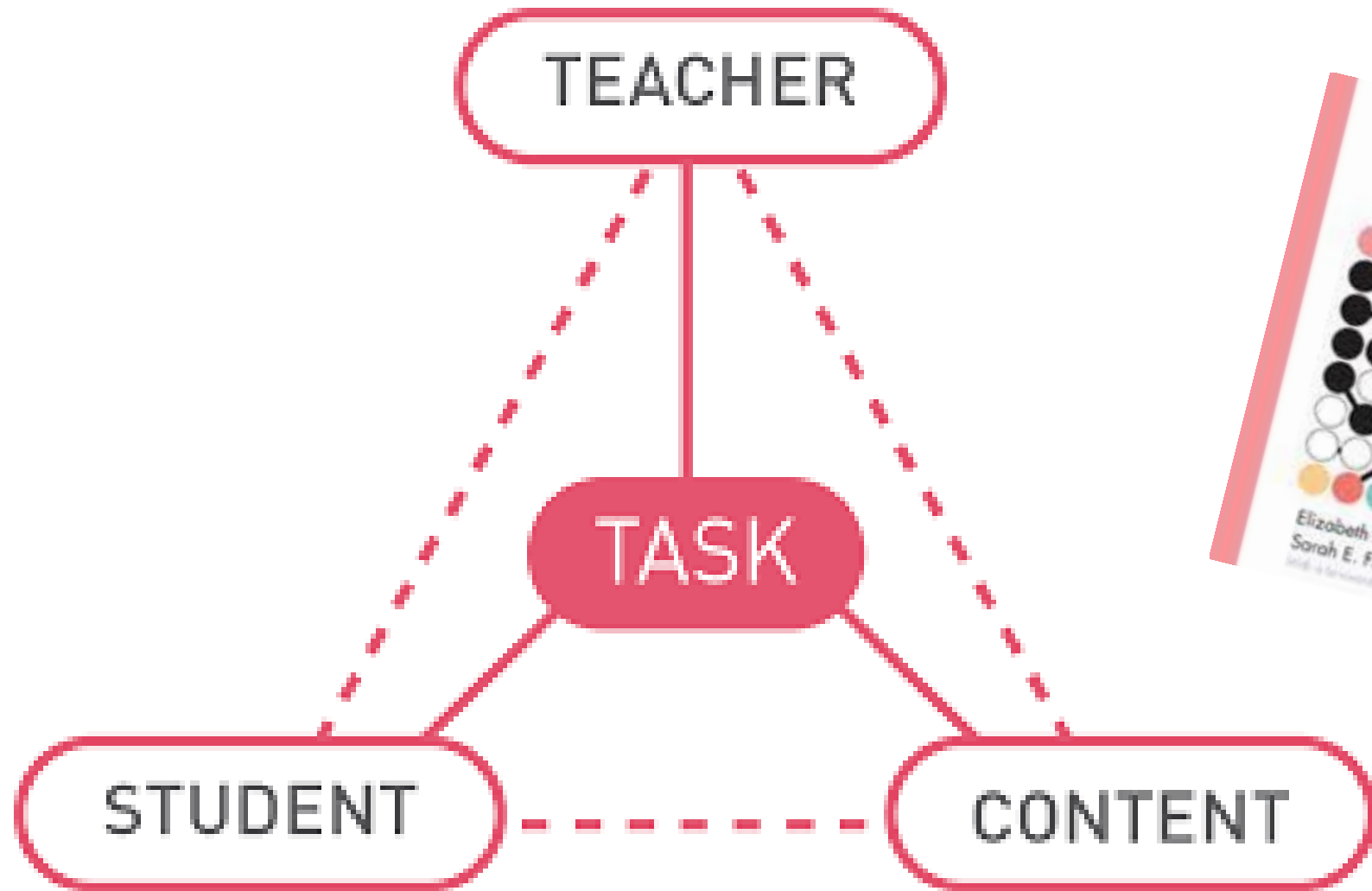
- Additional 4 Professional Learning Days (total 12)
- Opportunities for para-educators and substitute teachers

2.1 Systems & Schedules/Professional Learning Calendar

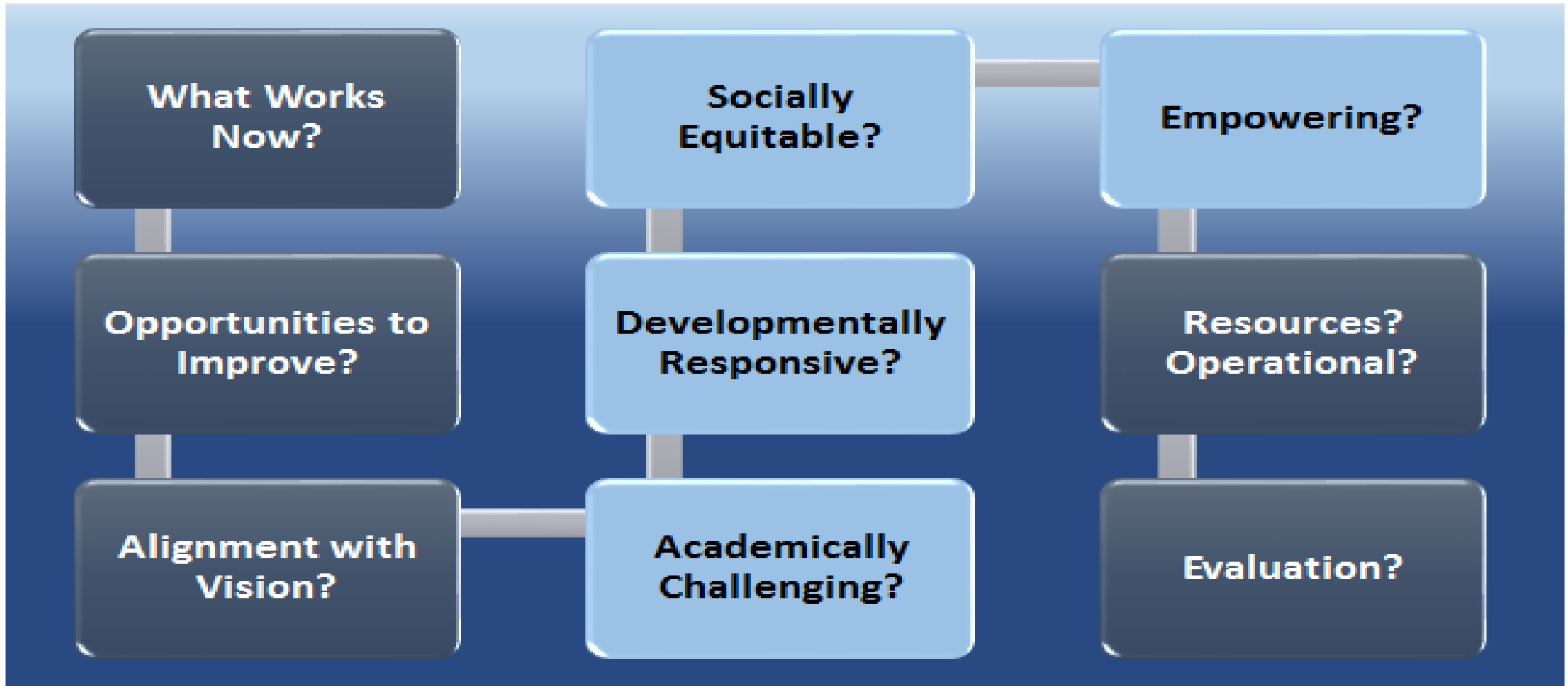
Ensuring a clearly
defined cycle of
adult learning



2.1 Systems & Schedule/Instructional Rounds



2.2 Systems and Schedules/Instructional Scheduling Process for Capital Schools K-12



2.1 Systems & Schedule (*Elementary*)



- Is designed to create maximum learning opportunities for all children
- Considers whole group and small group structures aligned to rigor and acceleration of learning
- Facilitates academic engagement throughout the day across all grade levels
- Includes structures such as intervention time backed up to ELA and Math to connect and extend learning
- Incorporates common planning times and PLC's
- Matches teacher strengths with the needs of instructional groupings

2.1 Systems & Schedules Secondary (*Middle Grades*)

General Middle Grades Priorities for the Schedule as an Instructional Tool:

- Collaboratively Built for Students
- Focused on Support for “Tier 1” Instruction
- Increased Opportunities for Exploratory and Elective Related Arts (*scheduled*)
- Time for Intervention and Extension Opportunities
- Organized by Teams
- Planning for Safe and Orderly Class Transitions



2.3 Specialized Instruction/District RTI Team

- Collaboration of 3 Teams - Elementary Academic, Secondary Academic, Social/Emotional to identify 10 common evidence-based characteristics of a multi-tier systems of support
- Increased usage and of EdInsight Dashboard as an Rtl screener
- Currently identifying progress monitoring tools at the secondary level - pre-implementation with several interventionists
- Reviewing universal assessments for the secondary level with the intent to implement next school year

2.3 Specialized Instruction/Special Education Services

Update on Quality and Compliance Audit for Results



2.3 Specialized Instruction/Gifted and Talented Education

- Mission and Goals
- Program Design
- Student Identification and Placement
- Curriculum and Instruction
- Social and Emotional Development
- Professional Development
- Parent and Community Involvement
- Program Evaluation



2.3 Specialized Instruction/Advanced Coursework



2.3 Specialized Instruction/English Language Learners

- Include WIDA Data as part of school assessment data sets and ongoing accountability meetings
- Lead a District-wide Professional Learning Community to provide intensive, ongoing support to ESL teachers
- Provide opportunities for ESL teachers to learn and apply evidence-based EL teaching strategies
- Explore EL service delivery models that are evidence-based that include EL teaching strategies and technical support for general education teachers
- Provide ongoing professional learning to school leadership in understanding the needs of English Learners

2.4 Advocacy Prioritization

- Kent County Legislative Breakfast
- Kent County Legislative Contingency well represented
- Focused on:
 - Education Funding
 - Equalization Funding
 - Retention and Recruitment of Teachers





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