

Instructional Priorities

2022-23

Priority 1: Increase Academic Achievement & Growth in English Language Arts

- Provide professional learning and resources to use EL curriculum with a high degree of integrity
 - Improve using EL foundational skills assessments (cycle and benchmark) with high degree of integrity
 - Support leaders and teachers with Prepare to Teach Cycle for foundation skills integrating a Sounds First Approach
 - Increase the amount of time reading decodable texts
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- Provide professional learning and resources to use EL curriculum with a high degree of integrity
 - Improve using the Core 4 (close reading, language dives, vocabulary instruction, and The Painted Essay) instructional practices with text at the center
 - Improve using EL assessments
 - Support leaders in engaging in the Prepare to Teach Cycle

Priority 2: Increase Academic Achievement & Growth in Math

- Dedicated math block, focused on grade level standards
- District-wide, grade-level collaboration through math networks and 6th grade PLC
- Instructional focus on the eight math teaching and student practices
- Implementation of HQIM with a high degree of integrity

Priority 3: Increase Academic Achievement & Growth in Science

- Dedicated Science block with high quality instruction
- Instructional focus on Engage/Explore/Explain, Science and engineering practices (SEPs), and assessment
- Increase teacher content knowledge of Disciplinary Core Ideas (DCI)

Priority 4: Increase the percentage of students meeting grade level expectations in our EL and SWD sub-groups

- Targeted professional development for leaders and teachers that provide evidence-based practices that support subgroups
- Focus on improving collaborative practices between general education teachers and support service teachers
- Instructional focus on the individual areas of deficit, language, and SEL
- Support leaders and teachers in using authentic assessments to monitor and track student progress

Priority 5: Increase instructional time by decreasing the number of students who are chronically absent.

- Consistent, targeted messaging to parents regarding the importance of good attendance
- Focused communication to parents of multi-year chronically absent students (Gr. 1-3)
- Increased attention and reinforcement of improved attendance at the school/classroom level
- Implementation of the Truancy Diversion Program
- Re-institution of Every Day Matters district-wide emphasis

