

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>We prioritize offering lessons that match students’ abilities and allow students to grow and thrive.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The district strives to provide instruction that allows all students to be successful. We recognize that in order to do so, teachers need to be able to plan and implement lessons and supports that are matched to individual student learning needs.</p> <p>In student interviews, some students stated that they find their assignments to be too difficult while others stated that they did not find the work to be challenging. In the annual student survey, nearly 40% of students shared that they felt that the curriculum was not relevant to their lives.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Increased emphasis on connecting curriculum to life beyond the walls of the school</p>	<p>Coaches, administrators, and department heads will work with staff to identify ways to bring current events to lessons. These individuals will also look for opportunities for students to expand their understanding of current and future world issues.</p> <p>Interested staff will be provided opportunities to pursue experiential learning with their students. Administrators will look to expand the number of teachers interested as the year progresses.</p> <p>Schools will reinstitute neighborhood studies and field trips.</p>	<p>When asked, students are able to articulate why they are doing certain activities in classrooms.</p> <p>Students are actively participating in student-led exhibitions and field trips. Field trips are closely linked to the curriculum.</p>	<p>Funding to cover costs associated with experiential learning and field trips.</p>

DCIP SAMPLE – MATCHING LESSONS TO STUDENT NEEDS

	<p>Reinstitute and expand “Student-Led Exhibitions,” in which students showcase projects made for audiences beyond their teacher.</p>		
<p>Develop and implement a protocol for teachers to analyze data and use it to inform instructional planning and intervention</p>	<p>Principals will meet with district coaches to develop a data protocol.</p> <p>District coaches will train teachers on understanding the data reports that are available within iReady.</p> <p>District coaches will provide teachers with training on implementing the data protocol and will attend grade-level team meetings to assist teachers in utilizing the protocol.</p> <p>District coaches will meet individually with each teacher at least once per month to support them in understanding student data and using it to inform instructional planning and intervention.</p> <p>Beginning in December, teachers will use iReady and classroom data to develop a monthly plan for supporting students. District</p>	<p>Grade-level teams will be utilizing the protocol to identify student needs and inform instructional decisions (Nov).</p> <p>All teachers will have a plan in place for supporting individual students based on assessment data (Dec).</p>	<p>An additional coach will be needed to provide support to teachers.</p> <p>Time will be needed to train teachers. Grade-level teams will need to dedicate time to implementing data protocols. District coaches will need time to attend grade-level meetings and to meet individually with teachers.</p> <p>District coaches will need time to visit classrooms and to meet individually with teachers.</p>

DCIP SAMPLE – MATCHING LESSONS TO STUDENT NEEDS

	<p>coaches will review plans and provide teachers with suggestions for improvement.</p> <p>District coaches will visit classrooms to observe implementation of teacher plans. After each class visit, the district coach will meet with the teacher to discuss how implementation of the plan is going and to discuss if there is a need for additional support. If necessary, coaches will assist teachers in making adjustments to the plan.</p>		
<p>Teaching with multiple modalities</p>	<p>Teachers will receive PD on strategies for incorporating multiple modalities into lessons (i.e., student discussion, visual representations, music, digital media).</p> <p>Principals will attend grade-level team meetings to assist teams in developing lessons that incorporate these strategies. Teams will develop and implement at least one multi-modal lesson per month.</p>	<p>Teachers will plan and implement lessons that include strategies that allow students to process information through multiple modalities. (May)</p>	<p>Money will be needed for PD.</p> <p>Sub-coverage will be needed to allow teachers to attend PD and to visit each other's classes.</p>

DCIP SAMPLE – MATCHING LESSONS TO STUDENT NEEDS

	Teachers will observe each other’s implementation of lessons and provide feedback.		
PERTS Survey Pilot	Teachers in various grades will participate in a pilot program that administers the “Feedback for Growth” and “Meaningful Work” components of the PERTS Survey twice a month. Teachers will incorporate the PERTS resources when applicable.	The feedback received will be informative. Teachers will see gains made over time regarding student perceptions on “Feedback for Growth” and “Meaningful Work.”	Time to administer the survey regularly. Time and funding to convene teachers to get their feedback on the benefits of the survey and suitability for expansion.
Co-generative dialogues	<p>At least once per quarter, teachers will select a group of 4-6 students to participate in co-generative dialogues. These meetings will occur outside of class (before school, after school, or during lunch). Students selected will represent different cultures, abilities, and interests. Teachers will ask students to share about their classroom experience and offer suggestions for improving instruction. Teachers and students will co-create strategies for improving the class based on student needs and experiences.</p> <p>Once strategies are identified, teachers will incorporate them into lessons within the next week.</p>	Teachers will implement instructional strategies that are cooperatively developed with students based on student academic and social-emotional needs. (Nov)	Time and space will be needed to conduct the meetings.

Measuring Success

What will the District look to as evidence of success?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Grade-level teams will be effectively implementing the data protocol with limited support from district coaches.

During follow-up student interviews, there will be less discrepancy in student perception regarding the difficulty level of assignments.

85% of students surveyed will agree or strongly agree with the statement, “I learn skills that matter for my life.”

85% of students surveyed will agree or strongly agree with the statement “What I learn will help me be successful later in life.”

90% of students surveyed will agree or strongly agree with the statement “My teacher challenges me to learn as much as I can.”