

# 2018-19 DISTRICT INITIATIVES

## Implementation of State Standards

**Language Arts** curriculum provides students with balanced reading, writing and language instruction, and integrated language development for English Learner students.

**All students read at or above grade level by the end of grade 3.**

**Mathematics** curriculum provides students with opportunities to practice mathematical reasoning, communication, and perseverance while building number sense and conceptual understanding. Proficiency in math develops over time and spaced practice (spiral review) is critical for learning.

**All students are fluent in basic math facts (+/-/x/÷ fact families) by the end of grade 3.**

**Universal Access** provides all students with tiered instruction for a minimum of 90 minutes/week in ELA and/or Math at the elementary level and 100 minutes/week in ELA and Math at the intermediate level. Using data, students are grouped, and regularly regrouped, by skill or need and provided designated instruction to remediate, reinforce, or extend learning.

### *Closing the Achievement Gap:*

*Universal Access instruction provides students performing below grade level with timely intervention/additional instruction aligned with identified needs within the school day.*

## Engagement & Collaboration

**Academic** engagement structures are used regularly (daily) to support equity in the classroom and increase student engagement and collaboration.

**Social** engagement structures are used twice a week for class building or team building to promote a positive classroom and school climate.

**Kagan Cooperative Learning** training and site-based coaching is provided annually for all teachers to promote fluency and encourage teachers to incorporate new engagement structures.

### *Closing the Achievement Gap:*

*Engagement structures provide equal opportunities for student input, individual accountability during tasks, and active discussion-based learning environments.*

## Cultural Proficiency

**Climate** of inclusion, respect, connectedness, and caring is fostered in the school and classroom. Culturally appropriate practices are in place to ensure that students and their families are welcome.

**Curriculum** values, honors, and responds to students' backgrounds and culture. Culturally responsive teaching is student-centered, differentiated, engaging, and rigorous.

**Assessment** data is used to monitor the disparity in academic performance between student groups and provide and monitor a range of appropriate interventions.

**Positive Behavioral Interventions and Supports (PBIS)** creates a positive school-wide environment that uses strategies for defining, teaching, and supporting positive expectations for student behaviors.

### *Closing the Achievement Gap:*

*Cultural proficiency creates an equitable learning environment that uses students' culture, interests, and experiences to enhance learning and engages students in ways that honor who they are and challenge them to be better.*



**Paving the Road to Success!**