

# Curriculum and Instruction Goals

## 2019-2020

**Goal 1-** Use instructional practices in math that focus on conceptual understanding and fluency in order to improve student **mathematical reasoning**.

### **Action Steps:**

- Continue and expand professional learning with Greg Tang and dedicate professional learning time for teachers to share ways they have successfully incorporated effective instructional strategies into their math lessons and units of instruction.
- All teachers responsible for teaching students mathematics will implement common structured models, language, tools, manipulatives, and applied mathematics into whole group Tier 1 instruction as well as in support classes and intervention services.
- Vertical team discussions and collaboration will occur consistently within buildings or departments and at district level to ensure vertical math model progression alignment.
- Incorporate opportunities for students to engage in “math talk”/academic conversations, explain their reasoning, and justify their answers.

### **Evidence:**

- Students possess pre-requisite/requisite skills and deep conceptual understanding in mathematics as demonstrated by state assessment (MAP) performance, interim assessments (STAR) growth and curriculum based assessment (common unit assessments, formative assessments, and RTI benchmarks) progress.
- Students consistently engage in lessons focused on math reasoning and the use of models and manipulatives as demonstrated through walk-through and peer class visits.
- Teachers collaborate to develop meaningful lessons incorporating instructional strategies that promote fluency, conceptual understanding, and academic conversations for math reasoning.

**Goal 2-** Collaborate in **Data Review Teams (DRT)** to improve instructional practices and student learning.

### **Action steps:**

- Focus dedicated professional learning time on instructional practice and improving student learning.
- Provide professional learning opportunities to assist staff with creating goals aligned to learning standards and instructional practices.
- Provide opportunity for collaboration within buildings, across district, and across content areas to set goals and use data to improve instruction.
- Create a common agenda form and process for saving and sharing the forms.

**Evidence:**

- Students demonstrate an increase in learning measured by state assessment (MAP), benchmark assessments (STAR), and curriculum-based formative and summative assessments.
- Improve DRT process as assessed on the [Raytown C-2 Collaboration Data Team Scoring Guide](#).
- Unified implementation of the DRT Agenda/Meeting Summary Form as reviewed in the District DRT Drive folders.

**Goal 3-** Understand student differences through **cultural competency** so we can better meet the diverse needs of all students.

**Action Steps**

- Provide professional learning opportunities on cultural competency in order to increase awareness, knowledge, understanding, and culturally appropriate practices.
- Gather data from stakeholders on their understanding of cultural competency through surveys.
- Designate a cultural competency representative in buildings.
- Promote and brand cultural competency, by strategically communicating our cultural competency emphasis and vision throughout the district.
- Review current curriculum as related to issues of cultural competency and provide professional learning on culturally responsive pedagogy.

**Evidence:**

- Determine individual awareness based on cultural competency self-assessment surveys to staff.
- Building survey data will be collected and analyzed in order to assess awareness of cultural competency in individual buildings & departments.
- Implementation of cultural competency activities occur in every building and are reflected in the building CPL plans.

**Goal 4-** Include **non-fiction reading and argumentative writing** opportunities in all classes in order to improve students' reading and writing.

**Action Step:**

- Provide guidelines and professional learning opportunities for non ELA teachers in the areas of non-fiction reading comprehension and argumentative writing.

- Provide students the opportunity to orally explain/defend their position using text evidence and have developmentally appropriate discussions on argumentative topics across content areas.
- Establish and publish, by grade level, a PK-12 continuum of developmentally appropriate argumentative writing skills and expectations and grade level specific scoring guides for our students.
- Identify and supply quality non-fiction writing samples and high interest reading materials at all levels that connect to the curriculum and objectives.

**Evidence:**

- Score student argumentative writing samples in DRTs using district scoring guides to develop consistency in scoring and improve student writing.
- Use STAR results and classroom evaluation tools to show improved non-fiction reading performance.
- Improved student performance on constructed response items as demonstrated on classroom assignments and assessments.

**Goal 5-** Provide numerous high-level **questions** to students in formats that encourage active participation in order to improve students’ depth of thinking in all classes.

**Action Steps:**

- Provide professional learning on questioning, critical thinking, and engagement strategies.
- During DRT, instructional planning, and collaboration, teachers will focus on high-level questioning and quadrant resources to formulate quality questions that increase critical thinking.
- Provide teachers the opportunity to observe in classrooms where high-quality questioning and instructional strategies are used as a part of the everyday culture in a classroom.
- Provide opportunities for students to engage in academic conversations, explain their reasoning and justify responses to high level questions.

**Evidence:**

- Students consistently engaged in academic conversations in response to high level questioning as demonstrated through walk-through and peer class visits.
- DRT notes demonstrate implementation of instructional strategies and planning of questioning to reach higher levels
- Improved student performance on high-level questions as demonstrated in classroom discussions, assignments, and assessments.