

ELEVATE E-TOWN



STRATEGIC PLAN
& CURRICULUM
UPDATES

WHAT WERE THE KEY ELEMENTS?

STRATEGIC PLAN VALUES



STRATEGIC PLAN PRIORITIES

FUTURE-READY LEARNING	By October of 2027, we will have increased proficiency by 20% (4% per year) in every content area across every grade level.
OPPORTUNITY & ACCESS	By May of 2027, we will have increased participation for all student groups in every focus area outlined in this strategic plan.
PORTRAIT OF A PANTHER	By May of 2027, we will have a fully operationalized system that supports life-ready skills for every student, as demonstrated by transition defenses of learning in K, 5, 8, and 12th grade.

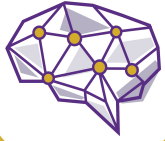
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FUTURE-READY LEARNING



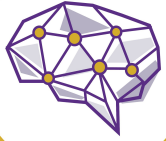
ALIGNED LEARNING COMPASS, HQIR, AND COMMON SUMMATIVE ASSESSMENTS. *(COMPLETED BY AUGUST OF 2024)*



IN-HOUSE PROFESSIONAL LEARNING EXPERIENCES FOR OUR TEACHING STAFF. *(ELEVATE EXCELLENCE SUMMIT - AUG 6TH)*



REVISION OF THE CEP TO CONDENSE AND FOCUS OUR TEACHING EFFORTS. *(CEP REVIEW - APRIL BOARD MEETING)*



FUTURE-READY LEARNING



**ALIGNED LEARNING COMPASS, HIGH
QUALITY INSTRUCTIONAL RESOURCE,
AND COMMON SUMMATIVE
ASSESSMENTS.**

(COMPLETED BY AUGUST OF 2024)






UNDERSTANDING A LEARNING COMPASS

EACH CONTENT AREA IS COLOR CODED TO EASE IN RECOGNITION AND ORGANIZATION

ELA - MATH - SCIENCE - SOCIAL STUDIES

THE CURRICULUM NARRATIVE DIVIDES THE COURSE INTO UNITS, NAMES THE UNITS, AND INCLUDES A SUGGESTED TIME FRAME, VISUAL CUE, AND UNIT/STORY FOCUS

REFERENCES TO THE HIGH QUALITY INSTRUCTIONAL RESOURCES GIVES THE TEACHER A DIRECTION ON WHAT MATERIALS THEY COULD USE.

5TH GRADE SOCIAL STUDIES				
ESSENTIAL IDEAS Students explore the people, places, and ideas that make up the story of the United States. Students will analyze the development and establishment of the U.S. federal government, describe why the government collects taxes and what goods and services it provides, analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States, and describe the impact of foundational documents on the development of the United States.				
UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5
STUDYING THE PAST	CONFLICT LEADS TO CHANGE	GAINING INDEPENDENCE	FORMING A NEW GOVERNMENT and FOUNDING DOCUMENTS	ECONOMICS: YESTERDAY & TODAY
9 Weeks	8 weeks	3 weeks	8 weeks	4 weeks
				
We will study the past to determine WHY EUROPEANS CAME TO THE AMERICAS through primary and secondary sources.	We will study the problems the colonists faced while under the rule of King George III and Parliament and how those events caused the American Revolution.	We will study the events and people of the American Revolution that led to the colonists gaining independence.	We will study the multiple attempts at forming a new government that balances the needs of individual states as well as the united country.	We will study how people buy and sell goods and services to meet their needs using real world examples from the past and the present.
STANDARDS				
5.I.D.1-3 5.E.H.1 5.E.HA.2 5.E.S.1 5.E.JC.1 5.G.MM.1 5.G.H.1 5.S.H.1 5.S.HE.1 5.S.BR.1 5.S.HGE.1 5.H.CH.2 5.H.CE.2 5.H.OE.3 5.H.DD.1 5.I.UE.1-3 5.I.CC.1-4	5.I.D.1-3 5.C.P.1 5.E.H.1 5.E.HA.1 5.S.H.1 5.S.HE.1 5.S.BR.1 5.S.H.2 5.S.HE.1 5.S.GR.1 5.H.CH.2 5.H.CE.1 5.H.OE.1 5.H.DD.1 5.H.KH.1 5.I.UE.1-3 5.I.CC.1-4	5.I.D.1-3 5.C.P.1 5.C.V.1 5.C.PR.1 5.G.MM.1 5.G.H.1 5.G.BR.1 5.H.CH.2 5.H.CE.1 5.H.OE.1 5.H.DD.1 5.H.KH.1 5.I.UE.1-3 5.I.CC.1-4	5.I.D.1-3 5.C.P.1 5.C.P.2 5.C.PR.1 5.C.R.1 5.C.RR.2 5.C.V.1 5.H.CH.1 5.C.KGO.1 5.E.HA.1 5.S.PM.1 5.S.HGE.1 5.H.CH.1 5.H.CH.2 5.H.DD.1 5.I.UE.1-3 5.I.CC.1-4	5.E.H.1 5.E.HA.2 5.E.S.1 5.E.JC.1 5.E.HK.1
YOUNG CITIZENS				
Chapter 2: L1 How did the English create a colony in Virginia? L4 Why did the Pilgrims Found Their Own Colony? Chapter 3: L1 What New Colonies Were Created by England? L2 What Were the New England Colonies Like? L3 What Were the Middle Colonies Like? L4 What Were the Southern Colonies Like?	Chapter 4: L1 How Did Britain and Its Colonies Come into Conflict? L2 How Did the Revolutionary War Begin? Chapter 5: L1 What New Colonies Were Created by England? L2 What Were the New England Colonies Like? L3 What Were the Middle Colonies Like? L4 What Were the Southern Colonies Like?	Chapter 4: L1 What Is the Declaration of Independence? L4 What Happened During the Revolutionary War? Chapter 4: L1 How Did Britain and Its Colonies Come into Conflict? L2 How Did the Revolutionary War Begin?	Chapter 4: L1 What Were the United States Like Under the Articles of Confederation? L4 What Happened During the Constitutional Convention? L7 What Does the United States Constitution Say? L8 How Was the Constitution Ratified?	N/A
TCI				

ESSENTIAL IDEAS PREVIEW THE ENTIRE YEAR/COURSE. THIS IS USUALLY TAKEN FROM THE KAS FAMILY GUIDE.





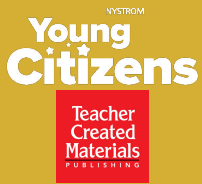




THE COMMON SUMMATIVE ASSESSMENT WOULD IDEALLY BE LINKED IN THIS AREA.

THE STANDARDS ARE LISTED TO PROVIDE CONTEXT FOR WHERE THEY ARE TAUGHT. IDEALLY, A LINK IS INCLUDED WITH THE DECONSTRUCTED STANDARDS.

HIGH QUALITY INSTRUCTIONAL RESOURCES

THE EVIDENCE IS CLEAR.

Students in classrooms that used one high quality instructional resource (HQIR's) for four consecutive years outpaced comparison students by a **margin of 38 percentile points - equivalent to four additional years of learning** (Steiner, 2018). Another study found that the average cost-effectiveness ratio of switching to HQIR's is almost **40 times that of class size reduction** (Koedel, C., & Polikoff, M., 2017). When teachers don't have access to these materials, they **spend 7-12 hours per week** searching for them online, often leading to inconsistent quality that impacts low income students of color the most (Goldberg, M., 2016).

	ELA	Math	Science	Social Studies
Pre-K				
K-5				
6-8				
9-12	<h2>UNDER CONSTRUCTION</h2>			

HIGH QUALITY INSTRUCTIONAL RESOURCES

EIS HAS COMMITTED CLOSE TO \$1 MILLION FOR HQIR'S

HOW DO WE MAKE THIS SUSTAINABLE?

Content	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
World Language						Legislative Review	Classroom Implementation
Science	Classroom Implementation; Assessment Review/Dev	Implement Science Assessments	Science Materials Review in EIS			Science Standards Review	Science Standards Review / Legislative Review
Visual & Performing Arts	Visual and Performing Arts Standards Review	Implement Visual and Performing Arts Standards					Visual and Performing Arts Standards Review
PE/Health			Tentative: Review (spring)				
ELA (2019)			Tentative: Review (spring)	Science Materials Review in EIS			
Math				Tentative: Review (fall)	Science Materials Review in EIS		
Computer Science				Tentative: Review (spring)			
Social Studies				Tentative: Review (spring)	Science Materials Review in EIS		

COMMON ASSESSMENTS

WHY?



ENSURE EQUITY ACROSS SCHOOLS, TEACHERS, & GRADE LEVELS



CREATE A MORE ROBUST SNAPSHOT OF WHERE STUDENTS ARE TO PROVIDE REAL-TIME INTERVENTION



SUPPORT NEW TEACHERS WITH SCOPE, SEQUENCE, AND PACING

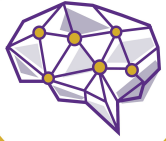
HOW?



Pear Assessment

WHAT?

GRADE-LEVEL ASSESSMENTS REFLECTIVE OF THE LEARNING COMPASS & HQIR UNITS THAT ARE SPECIFICALLY WRITTEN TO MIMIC THE KSA ASSESSMENTS FOR 3RD - 11TH GRADE.



FUTURE-READY LEARNING



**IN-HOUSE PROFESSIONAL LEARNING
EXPERIENCES FOR OUR TEACHING
STAFF.**

(ELEVATE EXCELLENCE SUMMIT - AUG 6TH)

ELEVATE



EXCELLENCE SUMMIT
2024
@TKS/MES/EPAC

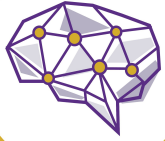
SCHEDULE FOR THE DAY

OPENING KEYNOTE	SESSION #1	SESSION #2	SESSION #3	LUNCH	SESSION #4	SESSION #5	PLC
8:30 - 9:30	9:40 - 10:25	10:35 - 11:10	11:20 - 12:05	12:15 - 1:15	1:25 - 2:05	2:15 - 3:00	3:00 - 3:30

ELEVATE

EXCELLENCE SUMMIT

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1E DESIGNING COHERENT INSTRUCTION 4E GROWING & DEVELOPING PROFESSION.	CURRICULUM ROUNDTABLES (ELEMENTARY)	Social Studies	ELA	Science	WE PROVIDE LUNCH ON-SITE WITH TIME FOR GRADES AND PLC'S TO MEET 	Math	Secondary Social Studies	REVIEW AND REFLECT ON LEARNING WITHIN GRADE LEVEL & PLC TEAMS 
	CURRICULUM ROUNDTABLES (SECONDARY)	ELA	Math	Science		Career & Technical Education	The Fine Arts	
	KDE - STRUCTURED LITERACY							
2A CREATING AN ENVIRONMENT OF RESPECT & RAPPORT 2B ESTABLISHING A CULTURE OF LEARNING	CLASSROOM CULTURE	Leaders→Culture→Behavior→ Results - T.Gay	J.D. LYNN	Classroom Culture w/Yates & Brandenburg		HHES - Building Classroom Culture	Building Relationships	
	LARRY BELL							
	DIVERSE LEARNERS	MES Co-Teaching	Co-Teaching Practices	Station Teaching in Secondary		Jane Conway - EL's	HHES - Strategies w/Diverse Learners	
3C ENGAGING STUDENTS IN LEARNING	INCREASING LEARNER ENGAGEMENT	Utilizing Illustrative Math	Engaging Science Strategies	Sensory Integration		KAGAN Structures	Increased Engagement in Math	
	THOUGHTFUL ED							
3D USING ASSESSMENT IN INSTRUCT.	ASSESSMENT FOR LEARNING	Gifted & Talented Students	ESGI	Math Facts		EduLastic		



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