

## **Principle #4**

**Strengthen the school's instructional program based on student needs and ensure that the instructional program is research-based, rigorous, and aligned with State academic content standards**

### District Indicators:

- The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models.
- The district works with the school to provide early and intensive intervention for students not making progress.
- The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.

### School Indicators:

Instructional teams develop standards-aligned units of instruction for each subject and grade level.

- Organize the curriculum into standards-aligned unit plans that guide instruction.
- Determine the concepts, principles, and skills that will be covered within the unit.
- Develop pre/post-test items that are clear and specific and would provide evidence of mastery. Include special educators and ELL educators to increase capacity for developing effective structures and conditions to support systemwide continuous improvement of teaching and learning for these subgroups of students.
- The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.

All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

- Learning activities (assignments given to each student) are targeted to that student's level of mastery, align with the objectives, and provide a variety of ways for the student to achieve mastery.
- Instructional Team's unit plans:
- Describe each leveled and differentiated learning activity, relevant standards-based objectives, and criteria for mastery.
- Differentiate learning activities among various modes of instruction – whole-class instruction, independent work, small group and center-based activities, and homework.
- When not teaching whole class, all teachers individualize instruction by drawing from the unit plan to create Student Learning Plans to guide each student's activities.
- All teachers modify instruction based on variety of data for English language learners and for students with disabilities (e.g., extended time, assigned tasks, ways to demonstrate mastery).
- Looks at school-level data, disaggregated by student groups and by grade and subject areas, to make decisions about improvements to the core instructional program.
- Periodically reviews data about student performance, curriculum, and actual instructional practice to make decisions about the core instructional program.

- Looks at data at 3 levels: school, classroom, and individual student.
- Plans and implements strategies to change professional behavior or instructional practices in order to change outcomes for students.
- Monitors programs to ensure that all students have access and opportunity to learn rigorous content in all academic subjects.

Questions to consider while listening:

How are we currently addressing these indicators?

What next steps will be taken to improve?

What key performance indicators will we use to monitor progress?

Notes: