Wendell School District Initiatives for Deep Implementation

1. CRISS and other Effective Instructional Practices

"By using effective instructional strategies we help our students become independent and strategic readers and writers." (ASCD) Research has demonstrated the effectiveness of certain teaching strategies in engaging students' attention and increasing learning. Knowing how to select the right instructional strategies, grouping design, and level of interaction for a particular lesson is the ART of teaching. CRISS groups these strategies into the following categories: teaching for understanding, text complexity, text structures, discussion and conversation of learning, active learning strategies for engagement, organizing learning, formal and informal writing, and vocabulary.

2. Content and Language Objectives

Content (the WHAT of learning) and Language (the HOW of learning) objectives based on Idaho Core and other state content standards are posted and are utilized by teachers to bring focus to the intent of the lesson and provide closure at the end of the lesson. By this process a student knows what is expected and can measure his/her achievement of the learning objectives.

3. Idaho Core Standards

Teachers will demonstrate full awareness of the Idaho Core Standards that are relevant to the subjects they teach. Units of instruction are designed to fully incorporate Idaho Core ELA and/or math standards throughout the school year. Units include standards-based objectives and criteria for mastery measured by pre- and post-tests. Lessons are planned weekly based on aligned units of instruction. Writing is emphasized in every content area. Students are encouraged to think at higher cognitive levels and to complete performance tasks to demonstrate mastery.

4. ICU

Full implementation of ICU requires that all teachers:

- Ensure that projects and assignments are meaningful and relevant.
- Grades are based on authentic learning of content objectives and skills.
- Identify ICU students to enter or exit the program in a timely manner.

5. Response to Intervention (RtI) Process

Response to Intervention begins at the classroom level (Tier I) with teachers providing interventions for students (i.e., re-teaching, supplemental instruction, differentiated instruction). Through benchmark assessments (universal screening) and teacher recommendation, students may then be identified for Tier II (strategic) intervention. This instruction may include performance groups, Title I assistance, ESL, or other specific assistance tailored to the student's needs. Behavior or academic interventions are monitored in an appropriate manner as determined by the team. Tier II students are progress monitored regularly using a universal tool (i.e., STAR, IRI) and their progress is reviewed periodically to determine the effectiveness of the intervention. Decisions about movement from Tier I to Tier II or Tier III are made by a team of teachers and support staff. Tier I and Tier II students continue to participate in the core curriculum. Tier III intervention is the most intensive assistance. Students in Tier III often receive replacement curriculum, special education services, or intensive ESL services. These students are progress monitored regularly.

Positive Behavior Intervention and Support (PBIS) is a three tiered system of teaching students positive behavior expectations. Data collected through SWIS is analyzed and used to identify actions to improve student behavior on an individual and school-wide basis.

6. Student Engagement

Student engagement in learning is measured by their cognitive interest and attention to the lesson or task. In order to foster student engagement, a variety of instructional strategies should be implemented in the classroom. Indicators of student engagement include active participation in the lesson or activity, note-taking during lecture or reading, response to questioning. To foster full participation, teachers utilize such strategies as:

- Modeling, demonstration, graphics, technology
- High quality questioning
- Checking for understanding
- Pacing of lesson to foster interest
- Variety of grouping from whole group, small group, partners, individual
- Variety of instructional tasks and modes
- Engaging all students in discussion