

# DIVISION OF CURRICULUM AND PROFESSIONAL LEARNING 2020-2021

## High School Academic Statement (Rev. 7/14/2020)

Implement a student-centered, standards-based, rigorous teaching and learning process that will positively impact all student learning of the Florida Standards; to ensure the success of all students on state assessments, preparation for the next grade level, graduation, and college and career readiness.

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### District Expectations for K-12 Curriculum and Instruction for 2020-2021

**\*Standards-Based Planning and Instruction**

- Align instructional plans to Curriculum Maps and Scope and Sequence
- Plan for purposeful grade level learning as determined by the grade level/course standards
- Use assessment data to guide instruction and provide feedback to students for continuous improvement

**\*Develop Literacy through Vocabulary, Comprehension and Writing Instruction**

- Focus early literacy learning on explicit, systematic phonics instruction
- Increase breadth of relevant background knowledge to build comprehension
- Develop critical thinking skills with rich texts
- Integrate academic vocabulary appropriate to grade level in speaking and writing
- Apply knowledge to determine meanings of words in grade level content areas
- Incorporate a balance of student-led and teacher-led discussion within reading and writing work
- Provide students graphic organizers and anchor charts to identify text structure/types to improve comprehension and summarization across content areas
- Use evidence-based practices in writing

**\*Acceleration of Student Learning**

- Implement instructional strategies to accelerate proficient and advanced student learning
- Narrow the achievement gap with innovative initiatives
- Provide all students opportunities to work on grade level
- Ensure a delicate balance between differentiated assignments and grade level instruction
- Focus data chats on feedback to build students' competence and confidence

**\*Eliminating the Sub-group Achievement Gaps**

- Actively engage students in the learning process with higher order thinking and rigor
- School improvement plans will include strategies to support sub-group populations
- Use of evidence-based instructional practices

**\*Social and Emotional Learning (SEL)**

- Implement a Multi-Tiered System of Support (MTSS) process with SEL components to include conditions for whole child learning and academic achievement

**\*Fidelity of Instructional Programs**

- Implement research-based instructional programs for student success according to district provided training and guidance

*\*Professional Learning will be embedded in each focus area.*

### Curriculum Plan

9-12 Scope & Sequence  
Grade Level/Course Standards  
Quarterly Curriculum Map

### Instructional Resources

Instructional Materials

ELA - Collections  
Mathematics – McGraw Hill  
Science – Pearson, McGraw Hill, Cengage, HMH  
Social Studies – McGraw Hill  
CTE – textbooks, computer programs, industry certification practice guides and tests

Academic Progress Monitoring

Write Score (October)  
Quarterly Assessments (see below)  
CTE-Industry/Digital Tools Certification

Multi-Tiered Systems of Support

Reading Plus  
Longman Keystone  
ALEKS  
Approved Supplemental Resources  
Inside by Cengage (LY students in ELD courses)

eLearning Platform: Schoology

### Assessments (Progress Monitoring)

English I & II, Standards Assessment Quarters 1 & 2  
Algebra 1A, Algebra 1, Geometry, Biology, US History Standards Assessment Quarter 1 & Semester 1

