



SELMA
CITY SCHOOLS
STUDENTS FIRST



SELMA CITY SCHOOLS

Department of Teaching & Learning “IMPACT”

2018-2019 Instructional Plan

Learning

Teaching

Leading

Supports

Services



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THE DEPARTMENT OF TEACHING AND LEARNING

The Selma City Schools Department of Teaching and Learning consists of four intra-departments to include the following: department of teaching and learning, learning supports, career technical education, and the department of special education. Teaching and Learning operates under the direction of Selma City Schools Strategic Plan: A Framework for Excellence and the leadership of the superintendent. The targeted goals, strategies, and services provided are in response to SCS achievement data, student needs, identified areas of growth for the professional staff, and the current instructional trends in education. Ultimately, teaching and learning seeks to shape the college and career readiness of all students by promoting good teaching practices, personalized learning, and tailored supports and services for all students.

THE MISSION

The mission of the Selma City Schools Department of Teaching and Learning is to support teaching innovation, promote personalized student learning, advance college and career readiness skills, and to enhance the instructional process in schools by providing responsible data-driven professional development; and the alignment of curricula and co-curriculum experiences with assessment, innovations in teaching using evidence-based practices, and the scholarship of teaching with desired student outcomes.

THE VISION

The Department of Teaching and Learning is dedicated to the continual transformation of Selma City Schools into a model school district where placing learning and the learner is first and will champion learning as a lifelong pursuit for both faculty and students.

T & L BELIEF STATEMENT

It is crucial to the success of our students, schools, and community that Selma City Schools is responsible and responsive when meeting the academic, social, and emotional needs of all of learners. The goal is to close the gaps in student achievement, quality of education afforded, and the learning opportunities provided in all schools. The focus of this area and its goals will enable us to systematically measure the degree of progress made towards meeting the needs of every student, every day, in every school.



5-YEAR STRATEGIC PLAN: A FRAMEWORK FOR EXCELLENCE

Teaching and Learning Goal

Ensure all students are prepared for grade level success, college, and career readiness through high-quality teaching and focused experiences for intellectual and social development

Objective 1: Develop annual performance benchmarks to promote systematic achievement growth and success for all students

Strategies/Actions

- 1.** Define Teacher Effectiveness through an Instructional Framework of Excellence to include clear and consistent monitoring accountability
 - Form district Teaching and Learning Community to include content specific lead teachers
 - Align curriculum programs, instructional practices, academic resources, professional development, budgets, and expectations with the Instructional Framework for Excellence and AdvancED standards
 - Establish curriculum maps to identify and address academic gaps among subgroups, redundancies, available resources and misalignments in the curriculum
 - Develop and implement curriculum guides that align with accountability standards
 - Implement evidence-based formative assessment strategies
 - Provide student and parent friendly documents to establish a home-school connection to learning

- 2.** Establish 3-Year Plan with focus on Early Literacy and Mathematics
 - Use evidenced-based strategies and appropriate resources to support student literacy skills
 - Set expectations and non-negotiables for teaching reading, writing and mathematics
 - Provide PD for teaching literacy across content areas in all grade levels
 - Provide literacy and mathematics supports for parents, churches and community partners
 - Increase access to culturally responsive books in print or electronically with assistance from media specialist

- 3.** Analyze and triangulate all data sources to plan reliable academic experiences
 - Form district and school data teams to ensure instruction is driven by data at both the elementary and secondary level

- Develop a common instructional and assessment language
- Establish formal means for administrators and teachers to share student data results with district, parents, BOE and other stakeholders
- Form procedures and expectations for conducting quarterly student-led conferences with parents

4. Create a structure to build educator capacity to the close the gap between graduation rate and College and Career Readiness

- Seek greater collaboration among pre-kindergarten education agencies
- Provide professional development for counselors and instructional staff
- Implement the 6+2 Model for student college career readiness (CCR) planning (replaces the 4-year plan)
- Provide quarterly career counseling to all students in grades 7 -12
- Create opportunities and expectations for greater completion rate of CCR indicators to include educating students, parents of teachers about NCAA, college, workplace and military entrance requirements

Objective 2: Ensure equitable access to rigorous standards-based instruction and strategic teaching

Strategies/Actions

1. Perform a program review to ensure all resources support high quality teaching and learning

- Conduct curriculum program reviews and crosswalk for impact on student learning outcomes to eliminate use of ineffective programs
- Establish a process a selecting and purchasing high-quality evidenced-programs

2. Utilize board approved Educator Effectiveness Evaluation tool to promote use of high impact teaching strategies

- Provide timely and focused feedback from observations and/or evaluations
- Update evaluation tool annually based on current student data and district needs

3. Establish and communicate STEAM footprint in SCS

- Create STEAM Academy at R. B. Hudson Middle School
- Increase the number of career technical education (CTE) offerings to include STEAM education
- Recruit local artists to serve as adjunct instructors for arts education classes
- Provide a framework for project-based, blended and virtual learning experiences
- Establish partnerships with STEAM school districts to create a national model

4. Create expectations for whole and small group planning of instruction delivery

- Develop accountability for inclusion, culturally responsive teaching, and personalized learning

- Implement and monitor Tier II and Tier III intervention in both elementary and secondary schools
- Begin interventions and supports within the first 2-weeks of school
- Review and update the implementation procedures for Response to Instruction (RTI) and Problem Solving Teams (PST) in every school

5. Provide equal access to technology through meaningful instructional opportunities

- Use instructional technology and devices to support teaching innovation, student learning, and engagement
- Support 1:1 device usage in schools
- Ensure technology is available to parents and families through Parent University

Objective 3: Provide targeted and personalized professional development for instructional staff

Strategies/Actions

1. Establish a professional development center to support teaching and learning

2. Implement a district-wide model for job-embedded professional development

- Ensure online opportunities for professional learning are available for all instructional staff
- Use student data, observation and evaluation feedback to individualize the development of instructional personnel through coaching, conferencing, and mentoring
- Establish local and ACLD PLUs to address administrative certification requirements for all administrators and teachers with administrative certifications

3. Schedule and protect time during the school day and beyond for meaningful collaboration among educators

- Foster vertical and departmental planning across departments and schools
- Establish monthly times for job-alike collaboration

4. Develop a comprehensive PD plan to ensure teachers are prepared to fully implement technology infused, hands-on learning

- Establish and implement an Instructional Technology Plan for district-wide implementation

5. Analyze student data to evaluate effectiveness of current professional learning on student mastery of standards-based instruction

- Align professional development with Strategic Plan, ACIP, and AdvancEd Standards

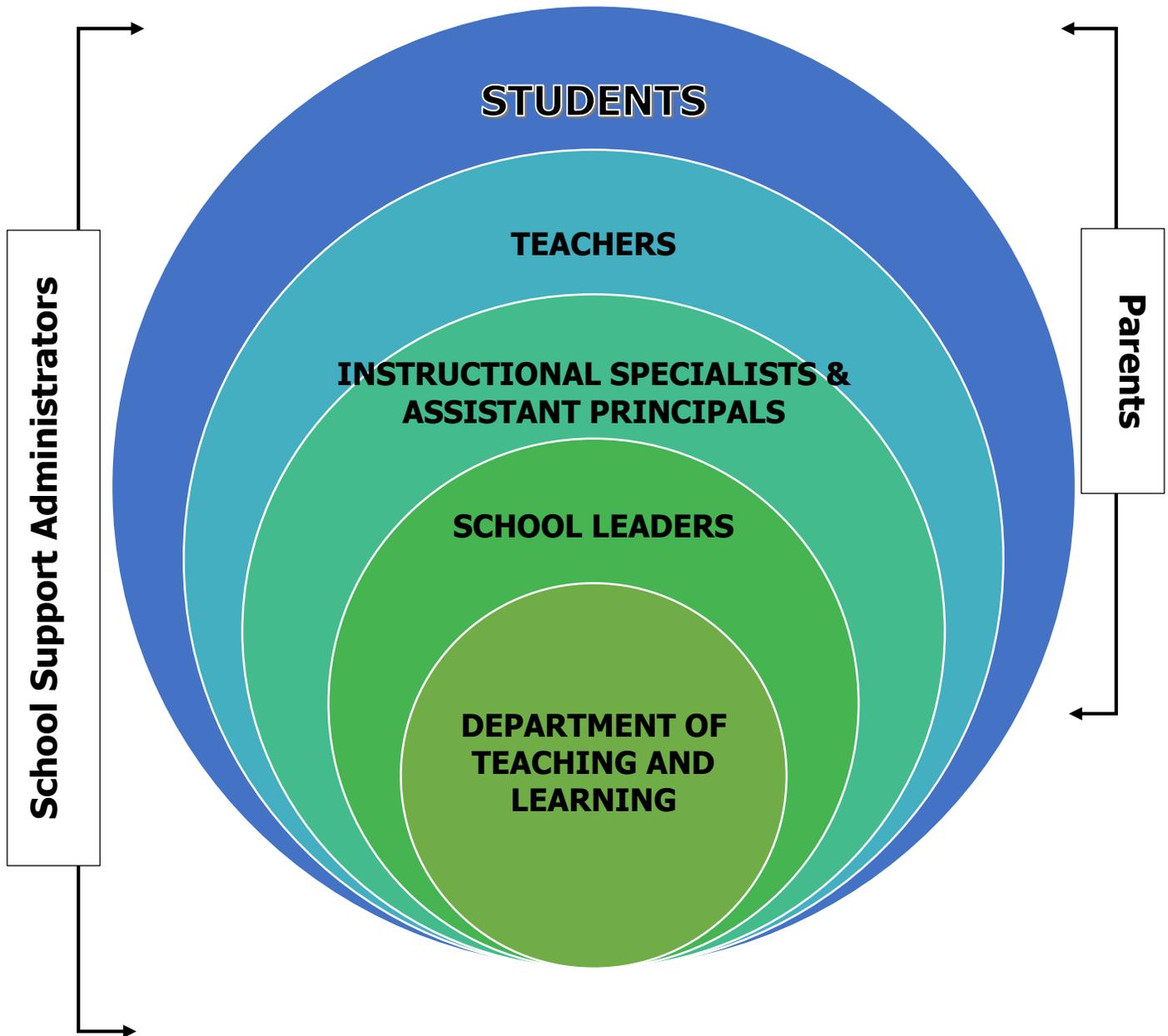


2018-2019 COMPREHENSIVE TEACHING AND LERNING TIMELINE

Desired Outcomes:

| Desired Outcomes: | | | |
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Selma City Schools Outline for Cyclical Growth and Development and Accountability for Student Learning



The superintendent of Selma City Schools maintain, support, and monitor all teaching and learning processes implemented by the school district from central office to the classroom for improved student learning.