


# Canyons School District Academic Framework to Support Effective Instruction

| Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS) for Academics and Behavior  |   |  |  |
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| RtI Multi-Tiered System of Support  | (1) Providing high quality core instruction (and intervention) matched to students' needs   | (2) using data over time (i.e. rate of learning, level of performance, fidelity of implementation)   | (3) to make important educational decisions.   |
| <br><b>Student Achievement Principles</b>  | <ul style="list-style-type: none"> <li>• ALL CSD Students and educators are part of ONE proactive educational system.</li> <li>• Evidence-based instruction and interventions are aligned with rigorous content standards.</li> </ul> | <ul style="list-style-type: none"> <li>• Data are used to guide instructional decisions, align curriculum horizontally and vertically, and allocate resources.</li> <li>• CSD educators use instructionally relevant assessments that are reliable and valid.</li> </ul> | <ul style="list-style-type: none"> <li>• CSD educators problem solve collaboratively to meet student needs.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students.</li> <li>• Leadership at all levels is vital.</li> </ul> |   |  |  |

| Core Expectations for ALL Teachers in the Classrooms and Common Areas                                  |  |   |  |   |   |   |
|--|--|---|--|---|---|---|
| Standards for Instruction  | Evidence-Based Instructional Priorities  | Time Allocation for Instruction   | Teacher Learning Data  | Student Performance Data  | Collaborative Problem Solving for Improvement   |   |
| Standards clarify what we want students to learn and do.   |  |   |  |   |   |   |
| Techniques to increase student achievement and engagement.   |  |   |  |   |   |   |
| Maintain a school culture in which instructional time is a highly valued resource.                     |  |   |  |   |   |   |
| Teacher learning and professional growth fostered through public practice and ongoing feedback.        |  |   |  |   |   |   |
| Student academic and behavioral performance is assessed using a variety of reliable and valid methods. |  |   |  |   |   |   |
| Consistent use of Canyons' Problem-Solving Protocol: Identify, analyze, plan, and evaluate.            |  |   |  |   |   |   |
| <b>Course and Level Specific</b>   | <ul style="list-style-type: none"> <li>Curriculum maps with common pacing guides</li> <li>Instructional content aligned with the Utah Core Standards</li> <li>Scientifically research-based programs</li> <li>Standards-based instruction, grading, and reporting</li> </ul>                                       | <ul style="list-style-type: none"> <li>Classroom Positive Behavioral Interventions and Supports (PBIS)</li> <li>Explicit Instruction (I, We, Ya'll, You)</li> <li>Instructional Hierarchy: Acquisition, Automaticity, Application (AAA)</li> <li>Systematic Vocabulary Development</li> </ul> | <ul style="list-style-type: none"> <li>Classroom instructional time is maximized and aligned with the standards every day of the school year, including appropriate pacing to ensure rigor and student understanding</li> <li>Master schedule allocates adequate time for student learning and growth</li> <li>Planning time is used to intentionally increase the application of evidence-based instructional priorities and standards for instruction</li> </ul> | <ul style="list-style-type: none"> <li>Annual setting of goals and documentation of progress (e.g. CSIP, LANDTrust, CTESS)</li> <li>Progressing on the educator continuum (emerging, implementing, and leading)</li> <li>Formalized protocols and checklists to monitor and evaluate implementation</li> <li>Public practice applications:</li> </ul> | <ul style="list-style-type: none"> <li>Formative assessment:                             <ul style="list-style-type: none"> <li>• Universal benchmarking and screening</li> <li>• Common Formative Assessments (CFAs) administered on schedule</li> <li>• Progress monitoring</li> <li>• Rubrics and objective trackers</li> <li>• Regular checks for understanding (e.g. daily)</li> </ul> </li> <li>Summative assessment:                             <ul style="list-style-type: none"> <li>• College- and career-readiness assessments (e.g. ACT)</li> <li>• Student Assessment of Growth and Excellence (SAGE)</li> <li>• Rate of Improvement (ROI)</li> <li>• Student Learning Objectives (SLOs)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Early warning system for identification of risk (academic, behavior, and attendance)</li> <li>Timely and consistent review of relevant data by teams (e.g. BLT, IPLC, CST):                             <ul style="list-style-type: none"> <li>• Evaluate effectiveness of instruction for all groups of students using valid and reliable data (student and teacher data)</li> </ul> </li> <li>Determine needs for supplemental and intensive instruction (additional information may be needed)</li> </ul> |
| <b>Cross Cutting All Classrooms</b>  | <ul style="list-style-type: none"> <li>International Society for Technology in Education Standards (ISTE)</li> <li>School-wide Positive Behavioral Interventions and Supports (PBIS)</li> <li>World-Class Instructional Design and Assessment (WIDA)</li> <li>Federal and state requirements (IEP, 504)</li> </ul> | <ul style="list-style-type: none"> <li>Maximizing Opportunities to Respond (OTR)</li> <li>Feedback Cycle</li> <li>Scaffolded Instruction &amp; Grouping (SIG) Structures</li> </ul>   | <ul style="list-style-type: none"> <li>Scheduling is ensured for:                             <ul style="list-style-type: none"> <li>• Intervention and skill-based instruction</li> <li>• Special Education services</li> <li>• English Language Development (ELD)</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>Coaching cycles with peer coaches, teacher specialist, achievement coach, and/or new teacher coach</li> <li>Instructional Professional Learning Communities (IPLCs)</li> <li>Learning walkthroughs and targeted observations</li> <li>Lesson study</li> <li>Video analysis</li> </ul>                          |   |   |

**All students will graduate from Canyons School District college-, career-, and citizenship-ready.**

Major Academic Commitments:

1. Promote school and community engagement that supports students in becoming college-, career-, and citizenship-ready.
2. Implement a comprehensive educational system that aligns quality curriculum, instruction, and assessment resulting in students becoming college-, career- and citizenship-ready.
3. Recruit, develop, support and retain quality educators who are committed to preparing students for college and careers.

Performance Goals:

- **By 2015:** 50% of high school students meeting all four ACT College Readiness Benchmark Scores and qualifying for Advanced or Honors Diplomas, and being able to articulate a specific postsecondary purpose for themselves; all four high schools on U.S. News & World Report's list of top 100 high schools.
- **By 2020:** 75% of high school students meeting all four ACT College Readiness Benchmark Scores and qualifying for Advanced or Honors Diplomas, and being able to articulate a specific postsecondary purpose for themselves; all five high schools on U.S. News & World Report's list of Top 25 high schools based on % of student body passing AP exams.