

Canyons School District Academic Framework to Support Effective Instruction

Response to Intervention (RtI): Multi-Tiered System of Supports (MTSS) for Academics and Behavior

Response to Intervention 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.
CSD Student Achievement Principles	<ul style="list-style-type: none"> • ALL CSD Students and educators are part of ONE proactive educational system. • Evidence-based instruction and interventions are aligned with rigorous content standards. 	<ul style="list-style-type: none"> • Data are used to guide instructional decisions, align curriculum horizontally and vertically, and allocate resources. • CSD educators use instructionally relevant assessments that are reliable and valid. 	<ul style="list-style-type: none"> • CSD educators problem solve collaboratively to meet student needs.
	<ul style="list-style-type: none"> • Quality professional development supports effective instruction for ALL students. • Leadership at all levels is vital. 		

Core Expectations for ALL Teachers in the Classrooms and Common Areas

Standards for Instruction: Standards clarify what we want students to learn and do.	Evidence-Based Instructional Priorities: Techniques to increase student achievement and engagement.	Time Allocation for Instruction: Maintain a school culture in which instructional time is a highly valued resource.	Teacher Learning Data: Teacher learning and professional growth are continuously fostered through public practice and feedback.	Student Performance Data: Student academic and behavioral performance is assessed using a variety of reliable and valid methods.	Collaborative Problem Solving for Instructional Improvement: Consistent use of Canyons' Problem-Solving Protocol: identify, analyze, plan, and evaluate.
Instructional content aligned with the Utah Core Standards	Classroom Positive Behavioral Interventions and Supports (PBIS)	Master schedule allocates adequate time for student learning and growth	Learning walkthroughs	Formative assessment practices, including:	Early warning system for identification of risk (academic, behavior, and attendance)
Standards-based instruction and reporting	Explicit Instruction (I, We, Ya'll, You)	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	Coaching cycles with achievement coach, new teacher coach and/or peer coaches	Universal benchmarking and screening	Timely and consistent review of relevant data by teams (e.g. BLT, IPST, CST):
Curriculum maps with common pacing guides	Systematic vocabulary development	Ensure scheduling for intervention and skill-based instruction, including English Language Development (ELD) and Special Education services	Instructional Problem Solving Teams (IPSTs)	<ul style="list-style-type: none"> • Progress monitoring • Common Formative Assessments (CFAs) • Rubrics and objective trackers 	<ul style="list-style-type: none"> • Evaluate effectiveness of instruction for all groups of students using valid and reliable data (student and teacher data)
Scientific research-based programs	Acquisition, Automaticity, Application (AAA)	Planning time is used to intentionally increase the application of evidence-based instructional priorities and standards for instruction	Lesson study	Summative assessment practices, including:	<ul style="list-style-type: none"> • Determine needs for supplemental and intensive instruction (additional information may be needed)
International Society for Technology in Education Standards (ISTE)	Scaffolded Instruction & Grouping (SIG) structures		Video analysis	<ul style="list-style-type: none"> • Student Learning Objectives (SLOs) • Student Assessment of Growth and Excellence (SAGE) • College- and career-readiness assessments (e.g. ACT) 	
World-Class Instructional Design and Assessment (WIDA)	Maximizing Opportunities to Respond (OTR)		Annual setting of goals and documentation of progress		
Schoolwide Positive Behavioral Interventions and Supports (PBIS)	Feedback cycle		Progressing on the educator continuum (emerging, implementing, and leading)		
			Formalized protocols and checklists to monitor and evaluate implementation		
On-going, Targeted Professional Development with Coaching Supports					

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.