

The Guide for Differentiated Core Instruction: Elementary

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Introduction

The Elementary Guide for Differentiated Core Instruction sets forth and articulates the district's vision around Priority 1 of the Strategic Plan Goals. It also serves as a roadmap to equitable instruction via equitable practices while preparing students for postsecondary success. The guide centers around the classroom interactions among students, teachers, and content which comprise the instructional core.

To increase academic achievement, we are:

- strengthening the instructional core by responding to the needs of our diverse learners;
- adhering to state academic standards; and
- improving teaching practices.

This document communicates the clear expectations for classroom instruction; establishes a common language for DPS educators, administrators, coaches, and support staff; offers examples as illustrations of those expectations; and provides resources to support teachers and administrators throughout the planning, teaching, and assessing phases of the instructional cycle.

Differentiated core instruction is strategically planned classroom units and lessons that

- are aligned to the appropriate grade level North Carolina Standard Course of Study
- incorporate explicit teaching with scaffolds for thinking, reading, speaking, and writing about learning
- make intentional use of collaborative learning opportunities with the whole class, small groups, and flexible groups as appropriate
- include specific strategies and materials to address student areas of need based on data from universal screener assessments, classroom formative assessments, common PLC assessments, and district benchmarks

The Elementary Guide for Differentiated Core Instruction acknowledges the professional judgment of teachers, who are trusted to choose the best methods for their students' needs. It is meant to establish and facilitate productive professional collaboration among teachers, administrators, and central services personnel. Effective teachers are experts on their students and standards-based content and pedagogy. No one particular pedagogical style is promoted; instead, emphasis is on the teachers' ability to scaffold instruction toward mastery of the content/language objectives.

Teachers are encouraged to use their expertise in content, pedagogy, cognitive/social development, and cultural diversity to plan and implement instruction that addresses a wide range of student needs and exceptionalities. The vision for engaging instruction and assignments that support and stretch student knowledge and skills remains the same across all content areas and grade levels. The guidance outlined here affords elementary educators in DPS a common language and body of knowledge from which to grow and lead together as we move Durham Public Schools forward.



Durham Public Schools Strategic Plan Priorities

All district initiatives, support, and resources are aligned to meet the DPS Strategic Plan Priorities.

DPS STRATEGIC PLAN 2023-2028

PRIORITY 1

Foster Academic Excellence

PRIORITY 2

**Provide a Safe and Healthy School Environment
that Supports the Whole Child**

PRIORITY 3

Recruit, Support, and Retain an Exemplary Staff

PRIORITY 4

**Cultivate Meaningful and Authentic Community
Engagement**

PRIORITY 5

**Conduct Business, Administrative, and Operational
Functions Responsibly and Equitably**



Curriculum & Instruction Department

Mission

Empowering Educators to **IGNITE**, **ENGAGE**, **INSPIRE** Teaching & Learning

Vision

The Curriculum & Instruction Department champions and sustains cultural responsiveness, equity, and intentional learning experiences by collaborating with highly impactful educators.

We empower educators with rigorous and differentiated curriculum resources and supports:

- To **IGNITE** learning through high-impact teaching strategies
- To **ENGAGE** in a community of educational practitioners
- To **INSPIRE** innovation and creativity

...guaranteeing the success of all DPS students!

Core Values

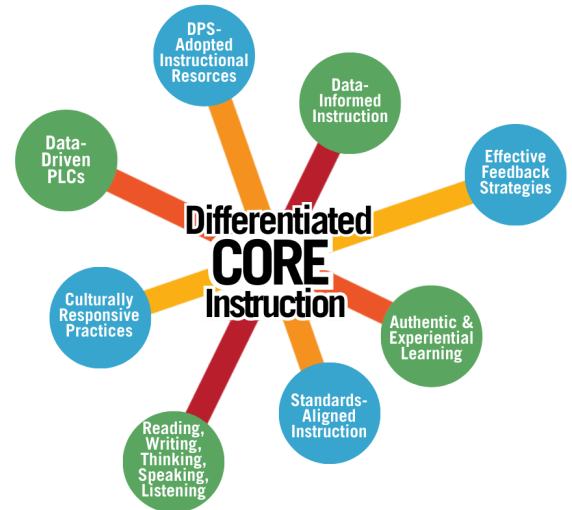
The Curriculum & Instruction Department values...

- **Learning**
- **Anti-Bias, Anti-Racism**
- **Compassion and humanity**
- The strengths of the **team** and contributions from all
- Operating with **professionalism**, transparency, and honesty
- Educators as **instructional leaders** within their respective domains
- **Equitable access** to high-quality curriculum and instruction for all children

DPS Central

Visit central.dpsnc.net to access:

- Curriculum Documents (overviews and maps)
- Common District Assessments (CDAs)
- Quarter At-A-Glance Documents
- Service Request System
- Curriculum & Instruction Department Directory
- ...and more!





C&I Department Supports

Curriculum Documents	Adopted Core Curriculum Resources	Professional Learning	Developing Instructional Leadership	School Support
Curriculum Overviews Scope, sequence, pacing, and priority/focus standards identified Unit Maps Unpacked standards, formative and summative assessment resources (including Common District Assessments or CDAs), and suggested instructional sequence aligned to effective use of adopted curriculum resources Response to Data Standards-aligned reteaching lesson materials for assessed standards, including Most-Missed items slide decks	K-5 Literacy   K-5 Math  Science    6-12 English/Language Arts  6-12 Math 	Plan and facilitate PL sessions on topics such as: - Quarterly Content Unpacking - Core Resource Implementation - Supporting Multilingual Learners in the Content - Instructional Best Practices - High Impact Teaching Strategies (HITS) - Technology Integration	Coaches Instructional Leadership Academy Collaborate with the Professional Learning Department to plan monthly full-day PL for coaches. SPARK Networks Planned and facilitated monthly half-day, participant-driven PL for coaches by grade band. Coach Content Leaders Institute A semester-long cohort of coaches taking a deep dive into a content area, core resources, and coaching for that content. Infield Coaching Each instructional coach in DPS is assigned a member of the C&I team who provides coaching for the coach to develop their practice. Principals Collaborate with principal supervisors to provide PL and support during monthly principal meetings.	DTL Coaches Direct support of instructional technology in schools through: - professional learning - modeling and coteaching - troubleshooting PLC Support - Continuous improvement cycles - Lesson planning - Data analysis - Data-based problem solving - Protocols for collaboration - Goal setting & data tracking - Collaborative planning - Literacy in all content areas - Differentiated personalized learning - Standards-based instruction Teacher Support - Routines and classroom environment - Collaborative learning - Critical thinking and questioning - Student engagement
<u>DPS Central</u>	<u>Full List of Adopted Textbooks</u>	<u>PL Catalog</u>	<u>Service Request System</u>	



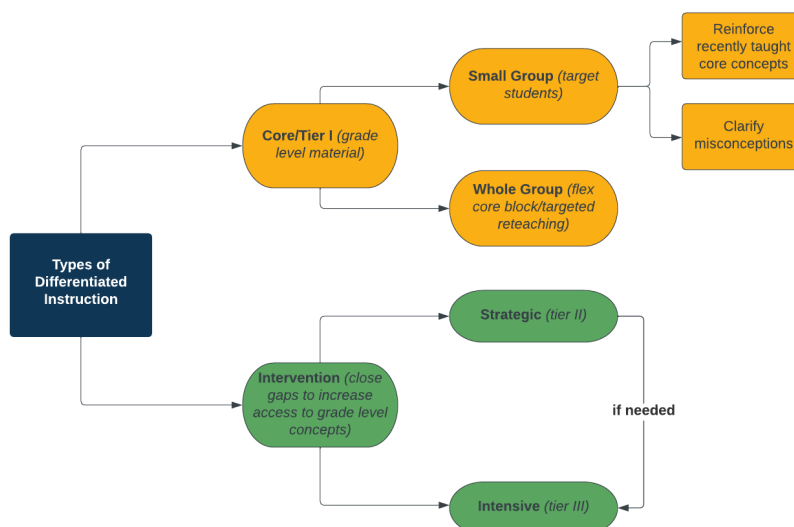


Elementary Instructional Framework

The Gradual Release Model is a best-practice instructional model where teachers intentionally transfer the responsibility of the learning process from the teacher to the students. This instructional framework is recommended to be used across content and grade levels. The pacing of the instructional framework can be differentiated to student and content needs. Educators will find detailed descriptions on how to structure and support content area instruction that utilizes this instructional framework and instructional components within the content area Instructional Blueprints.

I Do	We Do	You Do
<i>Explicit instruction of the skill that includes teacher modeling</i>	<i>Active student engagement opportunities with feedback</i>	<i>Independent opportunities for students to show their learning</i>
 - Teachers explain/demonstrate the skill in the same way that the students will practice it - Teachers give a clear, concise, and correct explanation of the skill - Teachers show multiple examples - Teachers show all steps necessary to complete/apply the skill successfully - Teachers utilize a think-aloud as they model	 - Teachers give opportunities for guided practice - Teachers check for understanding in multiple ways (choral response, nonverbal signals, response cards, white boards, etc) - Teachers include a cumulative review of old and new skills as necessary - Teachers observe each student's work and deliver immediate and specific feedback	 - Teachers allow for independent practice/application of the skill - Teachers observe each student's work and deliver immediate and specific feedback - Students practice/apply the skill independently and apply teacher feedback as needed - Teachers collect student data to make decisions about next steps for instruction

When planning for a differentiated core, educators can utilize this flowchart to help plan for the various types of differentiated instruction. More information on MTSS can be found on DPS Central.





Assessments

The various subject area assessments should be used in order to design and deliver targeted and differentiated core instruction.

Subject Area	Screener Assessments	Diagnostic Assessments	Available Common District Assessments	Performance Assessments
English Language Arts	mCLASS DIBELS 8 <i>Kindergarten - Fifth Grade</i>	iReady Reading Diagnostic <i>Fourth Grade - Fifth Grade</i> LETRS Phonics and Word Reading Survey <i>Kindergarten - Fifth Grade</i> LETRS Basic and Advanced Spelling Screener <i>Kindergarten - Fifth Grade</i>	Quarterly ELA Masteryconnect Assessments and Quick Checks on Curriculum Maps <i>Third Grade - Fifth Grade</i>	Writing Tasks linked on Curriculum Maps <i>Kindergarten - Fifth Grade</i>
Math		iReady Math Diagnostic <i>Kindergarten - Fifth Grade</i>	Quarterly Math Masteryconnect Assessments and Quick Checks on Curriculum Maps <i>Third Grade - Fifth Grade</i>	DPI Math Tasks <i>Kindergarten - Second Grade</i>
Science			Quarterly Science MasteryConnect Assessments on Curriculum Maps <i>Fifth Grade</i>	
Social Studies				Unit Performance Tasks



Daily Academic Instructional Block Guide

Based on the DPS Elementary Scheduling toolkit, there must be a minimum of 270 daily instructional minutes, including Specials. To support school leaders as they structure instructional blocks, the following table outlines *daily* academic instructional block scheduling recommendations (minimum minutes) that are based on the instructional blueprints contained within this Guide for Differentiated Core Instruction. See

Elementary Core Instruction Scheduling Minimum Minutes 2025-26 for additional information.

	K-2	3	4-5
English Language Arts	120 minutes <i>Phonological Awareness 10 minutes</i> <i>Phonics 30 minutes</i> <i>Vocabulary 5 minutes</i> <i>Comprehension 20 minutes</i> <i>Writing 25 minutes</i> <i>Small Group Instruction 30 minutes</i> <i>Literacy skills should not be taught in isolation.</i>	105 minutes <i>Phonological Awareness 5 minutes</i> <i>Phonics 15 minutes</i> <i>Vocabulary 10 minutes</i> <i>Comprehension 25 minutes</i> <i>Writing 20 minutes</i> <i>Small Group Instruction 30 minutes</i>	105 minutes <i>Phonological Awareness as needed</i> <i>Phonics 10 minutes</i> <i>Vocabulary 10 minutes</i> <i>Comprehension 35 minutes</i> <i>Writing 20 minutes</i> <i>Small Group Instruction 30 minutes</i>
Mathematics	60 minutes <i>Fluency 5-10 minutes</i> <i>Launch 5-15 minutes</i> <i>Learn 35-40 minutes</i> <i>Land 10-15 minutes</i>	75 minutes <i>Fluency 10-15 minutes</i> <i>Launch 5-15 minutes</i> <i>Learn 35-45 minutes</i> <i>Land 10-15 minutes</i>	75 minutes <i>Fluency 10-15 minutes</i> <i>Launch 5-15 minutes</i> <i>Learn 35-45 minutes</i> <i>Land 10-15 minutes</i>
Science	30 minutes <i>Do now/Warm up 2-5 minutes</i> <i>Activate/Engage 3-5 minutes</i> <i>Investigate/Explore 10-15 minutes</i> <i>Summarize/Explain 5-10 minutes</i> <i>Extend/Elaborate 5-10 minutes</i> <i>Assess/Evaluate 5-10 minutes</i>	30 minutes <i>Do now/Warm up 2-5 minutes</i> <i>Activate/Engage 3-5 minutes</i> <i>Investigate/Explore 10-15 minutes</i> <i>Summarize/Explain 5-10 minutes</i> <i>Extend/Elaborate 5-10 minutes</i> <i>Assess/Evaluate 5-10 minutes</i>	45 minutes <i>Do now/Warm up 2-5 minutes</i> <i>Activate/Engage 3-5 minutes</i> <i>Investigate/Explore 15-20 minutes</i> <i>Summarize/Explain 5-10 minutes</i> <i>Extend/Elaborate 5-10 minutes</i> <i>Assess/Evaluate 5-10 minutes</i>

	K-2	3	4-5
English Language Arts	120 minutes <i>Phonological Awareness 10 minutes</i> <i>Phonics 30 minutes</i> <i>Vocabulary 5 minutes</i> <i>Comprehension 20 minutes</i> <i>Writing 25 minutes</i> <i>Small Group Instruction 30 minutes</i> <i>Literacy skills should not be taught in isolation.</i>	105 minutes <i>Phonological Awareness 5 minutes</i> <i>Phonics 15 minutes</i> <i>Vocabulary 10 minutes</i> <i>Comprehension 25 minutes</i> <i>Writing 20 minutes</i> <i>Small Group Instruction 30 minutes</i>	105 minutes <i>Phonological Awareness as needed</i> <i>Phonics 10 minutes</i> <i>Vocabulary 10 minutes</i> <i>Comprehension 35 minutes</i> <i>Writing 20 minutes</i> <i>Small Group Instruction 30 minutes</i> Schools with EL Progress > 38.0% (Goal 1E Benchmark) Bethesda Burton C.C. Spaulding Club Blvd Crestside Durham School of Technology E.K. Power Enslay Eastway J.D. Clement Early College Fox Valley Fayetteville Forest View George Watts Green Hillside 33 out of 55 Schools Surpassed the Benchmark (60.0%) Holt Huge Valley Lakewood Lyons Farm Maple Merrick Moore Midwood Murray-Masonburg Oak Grove Pawnee Pearsontown R.H. Harris Sandy Ridge Southwest Spring Valley W.G. Pearson Y.E. Smith



Mathematics	60 minutes <i>Fluency 5-10 minutes</i> <i>Launch 5-15 minutes</i> <i>Learn 35-40 minutes</i> <i>Land 10-15 minutes</i>	75 minutes <i>Fluency 10-15 minutes</i> <i>Launch 5-15 minutes</i> <i>Learn 35-45 minutes</i> <i>Land 10-15 minutes</i>	75 minutes <i>Fluency 10-15 minutes</i> <i>Launch 5-15 minutes</i> <i>Learn 35-45 minutes</i> <i>Land 10-15 minutes</i>
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Social Studies	30 minutes <i>Engage</i> <i>Investigate</i> <i>Report/Argue</i> <i>Act</i>	30 minutes <i>Engage</i> <i>Investigate</i> <i>Report/Argue</i> <i>Act</i>	30 minutes <i>Engage</i> <i>Investigate</i> <i>Report/Argue</i> <i>Act</i>
	<i>While 30 minutes of daily instruction is recommended, inquiry-based and literacy rich social studies lessons will often need to be completed over two or more 30 minute sessions. Social studies may be integrated into the literacy block.</i>		
Social Emotional Learning	15 minutes DAILY		



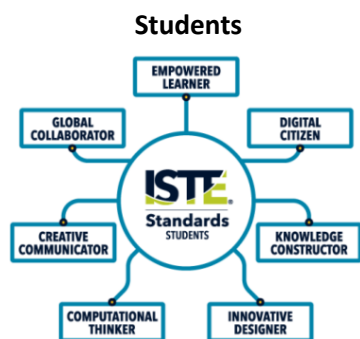
Instructional Blueprints

K-12 Digital Teaching and Learning

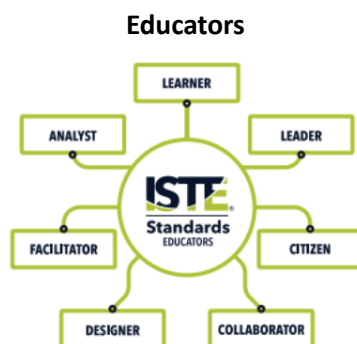
Purpose & Rationale

- Technology should be integrated into the classroom to enhance, rather than replace, instruction in all content areas. While technology is now part of our daily lives, children are not inherently proficient with digital resources or tools. Students must develop technological skills in preparation to contribute to the 21st-century global community.
- The DPS Strategic Plan Goal 1D states that “by 2023, 100 percent of all teachers, leaders, and staff will use technology as a tool for accelerating and personalizing student learning.” Digital teaching and learning directly addresses this goal through the use of technology in accelerating and personalizing student learning.
- As of April 2023, North Carolina completed the adoption of the ISTE standards, referred to as the North Carolina Digital Learning Competencies (NCDLCs) for students, educators, leaders (admin.), and coaches. These competencies can serve as a guide for all teachers, leaders, and staff to use technology as a tool to accelerate and personalize student learning.

North Carolina Digital Learning Competencies



<https://bit.ly/3M6Z3UP>



<https://bit.ly/44D6R86>



<https://bit.ly/42fhQDf>



<https://bit.ly/3nHfaiA>

Basic Expectations

The use of a **Learning Management System (LMS)** provides a home base for classes regardless of the type - blended, hybrid, or virtual. Canvas is the district-provided LMS, and its use is strongly encouraged. There are different interfaces for elementary and secondary schools, designed for the specific student audiences (K-5 and 6-12, respectively).

Canvas/LMS Setup: All teachers are strongly encouraged to set up the following in Canvas at the start of the school year.

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- ☐ **Home ↔ School Communication:** Teachers should provide parents/guardians with Parent Codes to connect them as observers in Canvas courses.
- ☐ **Landing Page:** Create and publish a landing page
 - Instructor's contact information
 - Zoom link
 - Schedules
 - Links to frequently used resources
- ☐ **Emergency Digital Lessons:** Create at least two (2) emergency digital lesson plans within your LMS to be prepared in the event of unexpected shifts to remote learning.
- ☐ **Canvas Learning Tool Integrations (LTIs):** Link relevant LTI tools through Settings in your Canvas course, such as Nearpod, EdPuzzle, McGraw Hill, NewsELA, or Flex Assignments. These can also be used in *Assignments* under *External Tools* or the *Plug-in* icon.

DPS Subscriptions: utilize district [subscriptions](#) including, but not limited to, Google Drive and Office365.

Technology Integration Environment Expectations:

BLENDED <i>students are in-person, digital resources are integrated into instruction</i>	HYBRID <i>class mixed of students in-person and students attending virtually</i>	VIRTUAL <i>all students attend class virtually</i>
□ Set up the classroom to promote cooperative learning □ Make connections between physical and digital environments □ Resources available as both print-out and digital options (when possible) □ Use digital tools to promote participation and collaboration (i.e., Plickers, Padlet, Jamboard, Canva Whiteboard, etc.) <i>Using tech resources allows students who are quieter in a whole group setting a safe space to contribute.</i>	□ Consistent attendance tracking for all students (i.e., poll questions, Google Form, etc) □ All students log into Zoom daily □ Daily opportunities for student/student and teacher/student interactions among in-person and remote students □ Group work - mix in-person/remote students, utilize breakout rooms □ Choose digital collaborative tools whenever possible □ Vary instruction and activity types (limit direct whole group instruction to 20-30 minute chunks throughout the class period when possible, work in small group and independent activities)	□ Consistent attendance tracking for all (i.e., poll question, Google Form, etc.) □ Daily opportunities for students to interact academically and non-academically □ Screen breaks (20-20-20 rule) <i>Every 20 minutes, take a 20-second break and look at something 20 feet away</i> □ Utilize digital manipulatives but also plan ways for students to interact with their physical environment □ Have designated times for direct instruction, breaks, and office hours

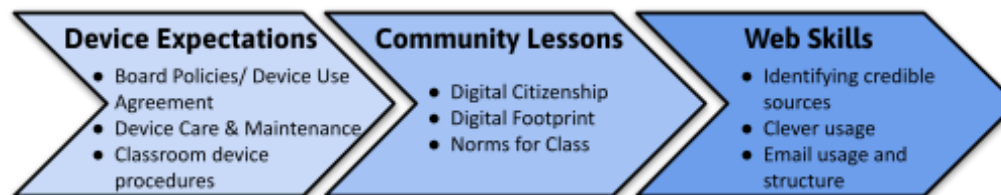


Possible Asynchronous Activities	Possible Synchronous Activities
 Read + Take Notes  Watch Video-based Instruction  Listen to Podcasts  Explore Teacher-curated Resources  Engage in Online Discussions  Practice + Review  Research + Explore  Reflect + Document Learning	 Build Community + Relationships  Lead Interactive Modeling Sessions  Differentiate Instruction for Small Groups  Personalize Instruction + Provide 1:1 Coaching  Guide Practice + Application  Facilitate Real-time Conversations  Foster Collaboration Among Students  Real-time Feedback on Work in Progress

Suggested Strategies

Beginning of Year Procedures - Set Your Year Up for Success!

Set aside time to explicitly teach key digital literacy components at the start of the year. It is strongly recommended to implement lessons in the progression shown below at the start of every school year. Visit Common Sense Media for grade-appropriate lessons and activities.



IT Support

DPS IT recommends the following best practices for optimum performance of Chromebooks:

- Restart the computer daily
- Close programs when you are done
- Reduce the number of open tabs in the browser
- Allow the computer to run and install updates

Contact the DPS IT Support Center at <https://itsupport.dpsnc.net/> or ITSupport@dpsnc.net for all tech support needs. Call 919-560-3837 (Monday – Friday, 7 AM to 5 PM) to escalate as district critical. If no answer, leave a message for an IT Technician to return your call.



K - 5 English Language Arts

Purpose & Rationale

Literacy instruction in Durham Public Schools provides a structure necessary for students to gain mastery in the North Carolina Standard Course of Study for English Language Arts. The key anchors of literacy instruction include Reading (Foundational Skills, Literature, and Informational Text), Writing, Language, and Speaking & Listening.

The DPS Curriculum documents, found on DPS Central, provide quarterly and unit instructional overviews. This instructional blueprint can be utilized to help plan the smaller chunks of instruction.

The Literacy Block provides a structured approach to teaching skills related to reading, writing, and word study through independent, modeled, guided, and shared instructional approaches. Teachers use whole group, small group, and/or individual conferences to provide instruction during the Literacy Block time frame. The recommendation from Curriculum & Instruction for the duration of the elementary literacy block is 120 minutes. Please consult [K-5 Literacy Best Practice Indicators](#) for specific instructional expectations that support student success within the key anchors of literacy instruction.

Instructional Block Components

Component	Kindergarten - Second	Third	Fourth - Fifth	Instructional Support for ESL, EC, AIG, and other needed services
Phonological Awareness	10 minutes	5 minutes	As needed	Appropriate for push in services
Phonics/Advanced Word Study*	30 minutes	15 minutes	10 minutes	Appropriate for push in services
Vocabulary	5 minutes	10 minutes	10 minutes	Appropriate for push in services
Comprehension	20 minutes	25 minutes	35 minutes	Appropriate for push in services
Writing	25 minutes	20 minutes	20 minutes	Appropriate for pull out services
Small Group Instruction	30 minutes	30 minutes	30 minutes	Appropriate for pull out services
Fluency	Instruction in these areas builds fluency at the word, phrase, and sentence level. Fluency opportunities should be interwoven throughout the areas to strengthen the reciprocity between these skills.			
Language and Speaking and Listening	These standards should be authentically and intentionally taught and embedded throughout the literacy block.			



Components of High-Quality Literacy Instruction

Phonological Awareness <u>Indicator and Checklist</u>	Phonics/Advanced Word Study <u>Indicator and Checklist</u>	Vocabulary <u>Indicator and Checklist</u>
Phonological Awareness is the ability to recognize and manipulate the various units of sound in the spoken language. Instructional activities to teach and build automaticity in phonological skills should be multisensory, daily and brief activities, based on gradual release, taught in order of a scope and sequence, with attention to articulation and pronunciation.	Phonics/Advanced Word Study is the systematic, sequential, and explicit instruction in letter-sound relationships, sound-spelling patterns, and common word parts (morphology). District core curriculum resources provide a systematic phonics and advanced word study scope and sequence that will guide intentional instruction.	Intentional instructional opportunities for students to learn and use academic language skills, including vocabulary knowledge, across content areas is critical for students to be successful with vocabulary instruction. Vocabulary instruction includes direct vocabulary instruction, incidental word learning, and creating a language-rich environment.
Comprehension <u>Indicator and Checklist</u>	Writing <u>Checklist</u>	Fluency <u>Indicator and Checklist</u>
Comprehension instruction allows students to build knowledge, strategies, and their capability to write and discuss about text. Intentional instructional opportunities for students to construct meaning through higher-order discussion and writing about/in response to the ideas within text engages students through speaking, listening, and writing. Explicit instruction and modeling regarding text structure and comprehension strategies strengthens students' comprehension. In addition, intentional and ongoing instructional opportunities that allow students to build and connect knowledge increases students' knowledge of ideas within and across text. Low stakes writing response to reading is a frequently incorporated routine to support reading comprehension.	Writing instruction should be used flexibly across the daily and weekly literacy block schedule. Writing instruction includes direct instruction of grade-level writing standards and genre types as well as guided writing responses to reading. Student writing should focus on responding to a prompt or task fully with an appropriate level of detail and/or text support. The definition of "fully" will vary based on the prompt or task, even across the same grade level. Writing is also an opportunity to teach language conventions and to teach and improve handwriting in an authentic context.	Fluency is automatic reading at a set rate with expression and strong understanding of the text. Accuracy in word recognition is the first step in developing fluency. There may not be a set time in the literacy block for fluency, but rather opportunities to build oral reading fluency should be embedded throughout the day.

Small Group Instruction

Small group instruction during the core block is flexible based on student need, as indicated by state, district, and classroom assessments. The goal of small groups during the core literacy block is to strengthen the student practice of the literacy block lesson(s), with any additional scaffolds and/or reteaching that the student requires. While some students are engaged in small groups with the teacher, other students are working independently or with peers. This work includes independent practice aligned to the literacy block lesson(s), differentiated practice aligned to core instruction, and/or targeted review of previously taught skills.



Literacy Block Component Recommendations for ELs

Teacher note: These are instructional strategies for English Learners (ELs). Please use these guidelines as you instruct your EL students. The Assessment Tips are to build awareness about sections of mClass screener and other assessments that may potentially be impacted by a student's proficiency in English. State assessment administration procedures should still be followed.

Component	Instructional Considerations for ELs
Phonological Awareness	- Connect with oral language development for ELs. Along with phonological awareness, ELs need oral language development, which emphasizes the language structures of English. Oral English forms the template for understanding written English. - ELs may require more time to learn to hear the variety of sounds in English, especially vowel sounds. Spanish has 5 vowel sounds, while English has over 20. - Teach in a meaningful context, where students are also learning vocabulary. ★ Assessment Tip: ELs may pronounce words differently, which may impact their errors in phoneme segmentation components of mClass or other assessments (ex: ELs may drop the -ed in the past tense).
Phonics/ Advanced Word Study	- Phonics instruction is systematic, explicit, and sequential and is inclusive of high frequency words, spelling, and decoding instruction. ELs require all these components to build a solid foundation of oral and written English. - A student's home language may have far fewer, greater, or differing sound-spelling correspondences than English, which may impact how they learn these patterns in English. - Emphasize vocabulary development along with phonics and teach phonics in a meaningful context <i>Interactive Writing</i> is a powerful strategy to teach phonics to ELs ★ Assessment Tip: Students need both word recognition and language comprehension to read fluently and derive meaning from a text. Phonics in isolation may not reflect the true fluency and comprehension ability of the student.
Vocabulary	- Special emphasis needed on different forms of words (regulate, regulation, regulator, etc.), multiple meaning words, and cognates. - Depth of processing and connection among words is key.
Comprehension	- Many ELs can decode well, but have little comprehension or a superficial understanding of the text. - Teach and practice comprehension strategies directly in a systematic way. - Use cognates and transfer any literacy skills from the student's home language to strengthen comprehension in English. ★ Assessment Tip: First language patterns of an EL may impact their errors on mClass or other assessments. Ex. "shoes red" vs "red shoes." They also may need extra processing time to read and determine meaning from the text, which may impact their scores on Maze.
Writing	- Give students practice incorporating new skills and vocabulary into their writing - Focus on meaning and choose 1-2 teaching points for feedback - Sentence frames or paragraph frames can help students learn English syntax and sentence structure as they write
Small Group Instruction	- Teaching objectives should incorporate students' language goals - When possible, include listening, speaking, reading, and/or writing practice within small group lessons. - ELs may need extra background building or pre teaching to access grade-level concepts and texts
Fluency	- Accurate Word Recognition + Reading Rate + Prosody - Prosody= phrasing and expression, key for ELLs - All of the practices which develop reading fluency (rereading, echo reading, choral reading, paired, repeated/ reading) support second language development.



	★ Assessment Tip: Fluency times may be longer for ELs because they may require <u>more processing time</u> to comprehend and read in their non-native language. Students may read words out of order, which can impact their score as an error.
Language and Speaking and Listening	• When possible, include listening, speaking, reading, and/or writing practice within small group lessons. • Refer to the ELD standards at each grade for more ideas on how to incorporate these skills into lessons. • Assessment Tip: Repeating sentences on the Oral Language Assessment may be impacted by a student's understanding of grammar rules, sentence structure, etc in their native language vs English and could impact their score.



K - 5 Mathematics

Purpose & Rationale

Math instruction should focus on developing number sense and reasoning through conceptual understanding. In addition, teachers should provide direct instruction for skills and procedures through meaningful context (i.e., story problems). A math instructional block should include the application of mathematical skills and concepts learned, as well as an integration of the Standards for Mathematical Practice along with the North Carolina Math content standards. Using data, teachers' instruction should center around students' baseline understanding of the NC Standards and utilizing research-based resources to ensure they reach grade-level proficiency. Recommendations from Curriculum & Instruction for the duration of daily mathematics instruction is 60-75 minutes for students in grades K-2 and 75-90 minutes for students in grades 3-5.

Sample Math Instructional Block Components

Component	Kindergarten - Second	Third- Fifth
Fluency	5 - 10 minutes	10-15 minutes
Launch	5 - 15 minutes	5 - 15 minutes
Learn	35 - 40 minutes	35 - 45 minutes
Land	10 - 15 minutes	10 - 15 minutes

Suggested Strategies for Promoting Reasoning & Problem Solving





Components of High-Quality Math Instruction

Fluency	Indicator	Direct Instruction	Indicator	Formative Assessment	Indicator
Fluency refers to students developing efficiency, accuracy, and flexibility in mathematical thinking through practice that balances conceptual understanding and procedural skills. Fluency activities include engaging routines, strategic practice, and application tasks that build automaticity while deepening students' number sense and problem-solving abilities.		Direct Math Instruction allows the teacher to present new learning to their students in well-planned incremental steps. Teachers should continue to focus on conceptual development and include transparent think-alouds while problem-solving. The direct instruction lesson provides students with lots of visual models and several opportunities to consider the teacher's process of working with a specific problem type or skill.		Formative assessment allows for teachers to determine student needs based on evidence collected regularly in planned intervals. Observations, questioning, math tasks, exit tickets, and brief check-ins allow for students to show their understanding on standards-specific tasks that should drive teacher instruction.	
Exit Tickets	Indicator	Observations	Indicator	Questioning	Indicator
Exit tickets are questions or math problems that students complete independently and turn in at the end of a lesson. This quick assessment allows the teacher to analyze the students' understanding of the lesson and determine the next steps in their instruction. Teachers should first consider working through exit tickets before providing them to the students. This allows teachers the opportunity to consider multiple strategies that can be used and possible mistakes. Exit Ticket data also allows teachers to consider how they may adjust the daily lesson based on these outcomes.		Informal observations allow teachers to collect real-time data that can be used to adjust instruction in the moment to meet student needs. During a "Think-Pair-Share," teachers can listen and document information they collect as students discuss problems in partner conversations. Hand gestures or rating scales allow students to share their level of understanding of a topic using hand gestures (thumbs up/down/sideways).		Teachers should ask a variety of questions when supporting students: <i>Probing questions</i> require students to explain, elaborate, or clarify their thinking. Teachers can utilize focusing questions that scaffold students thinking towards a goal without giving students the question. Reflection and Justification questions ensure students can elaborate and use evidence to support their answers. They push students to attend to accuracy and clarity while also considering the information they have for the task at hand.	

Small Group and Independent Instruction

Both small groups and independent practice allow students to practice math concepts with teacher support. The teacher provides rich math tasks, problem sets, or fluency rotations to engage students in independent practice or partner work while they are engaged in small-group instruction. Small group instruction should be based on student needs and provide targeted intervention or enrichment lessons. Students should be provided lots of practice with the routine so that it minimizes distraction and encourages students to practice skills with or without direct teacher instruction. Data should inform the small group roster and drive decisions about the skill path. The instruction in the small group should not mimic the mini-lesson from the whole group but instead provide differentiated instruction. Planning for small groups should be intentional and strategic and allow for both direct teacher modeling and independent practice while in close proximity to the teacher.



K - 5 Science

Purpose & Rationale

The **Science and Engineering Practices (SEPs)** are eight practices that are essential for all students to learn in order to be able to think and behave like scientists (which have been added to the NC State Science Standards for the 2024-25 school year). Here, they are broken down into three categories: investigating, sensemaking, and critiquing. The *Investigating Practices* focus on asking questions and conducting experiments about the *Natural World*. The product of those investigations is *Data*. The *Sensemaking Practices* analyze the data looking for patterns and relationships in order to develop *Explanations and Models*. A key element of science, which is often left out of K-12 instruction, is critique. The *Critiquing Practices* focus on evaluating and arguing about the different explanations and models in order to develop a stronger understanding of the natural world. The district recommendation for the duration of daily science instruction is 30 min for K-4 and 45 min for 5th grade.

Investigating Practices	Sensemaking Practices	Critiquing Practices
Focus on asking questions and investigating the natural world. The product of these investigations is data.	Focus on analyzing data by looking for patterns and relationships to develop explanations and models.	Emphasize that students need to compare, contrast, & evaluate competing explanations and models as they make sense of the world around them.
 Asking Questions  Planning & Carrying out Investigations  Using Mathematics & Computational Thinking	 Developing & Using Models  Analyzing & Interpreting Data  Constructing Explanations	 Engaging in Argument From Evidence  Obtaining, Evaluating, and Communicating Information

Components of High-Quality Science Instruction

Component	Duration (K-4)	Duration (5th)
Do Now/Warm up	2-5 min	2-5 min
Activate/Engage	3-5 min	3-5 min
Investigate/Explore	10-15 min	15-20 min
Summarize The Learning/Explain	5 min	5-10 min
Extend/Elaborate	5 min	5-10 min
Assess/Evaluate	5 min	5-10 min



Do Now/Warm Up 2-5 min	Activate/Engage 3-5 min
The Warm-Up is the time of the lesson when teachers present questions from the previous day's lesson and questions from previous units for concept review. Students answer questions that review the previous day's lesson in order to build on those standards. In EOG classes, this can include EOG practice items. It is also the opportunity for students to answer questions associated with standards that have not been mastered, as shown from data on formative assessments	Activating strategies link to prior knowledge, build knowledge for the lesson, link to lesson content, or a preview of content vocabulary. Activating strategies set the stage for the major work of the class. Some examples include a demonstration using probing questions to stimulate student curiosity, show and discuss a video that shows a discrepant event and develop a class KWL chart to determine what students know and wonder about a topic before they begin a unit/investigation.
Investigate/Explore K-4: 10-15 min 5th: 15-20 min	Summarize The Learning/Explain K-4: 5 min 5th: 5-10 min
Students work through a set of problems, laboratory activities, or tasks focused on the skills and/or concepts of the lesson. The teacher facilitates the discussion(s), identifies student strategies that should be shared with the whole group, and makes decisions about next steps for instruction. The teacher facilitates student-led class discussion based on the work done in the investigation, with careful attention paid to making meaningful connections and drawing conclusions about the science content. Examples include participating in laboratory investigations or designing an experiment to test an idea or hypothesis.	The explanation phase focuses students' attention on a particular aspect of their engagement and exploration experiences and provides opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to directly introduce a concept, process, or skill. Learners explain their understanding of the concept. An explanation from the teacher or a curriculum resource may guide them toward a deeper understanding, which is a critical part of this phase. Some examples include creating an anchor chart that summarizes key learning and concepts and preparing a lab report or presentation.
Extend/Elaborate K-4: 5 min 5th: 5-10 min	Assess/Evaluate K-4: 5 min 5th: 5-10 min
Teachers challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills. Students apply their understanding of the concept by conducting additional activities. Some examples include developing a prototype that offers a possible solution to a challenge, presenting evidence to support a position on an issue, and engaging in an authentic project related to science concepts (create a garden, design a recycling program for a school, etc.).	The evaluation phase encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the educational objectives. Some examples include PLC-created common formative assessments, formative assessments used periodically throughout lesson, conferencing with students, interactive notebooks, standards-based mastery quizzes, and district assessments, including CDAs and MOY/EOY benchmarks.



K - 5 Social Studies

Purpose & Rationale

Recent research shows that an additional 30 minutes of social studies everyday in K-5 leads to a significant increase in reading proficiency ([read the research report here](#)).

K-5 Social Studies in Durham Public Schools is intended to be intentionally taught for 30 minutes per day. The primary purpose of K-5 social studies instruction is to build the communication skills, conceptual understanding, content knowledge, and processes that prepare students for college, career, and civic life. To achieve this, instruction must be rooted in both inquiry and literacy. The inquiry standards and purposefully taught literacy strategies should be embedded in the integrated study of the five disciplinary strands (history, geography, economics, civics and government, and the behavioral sciences). Additionally, effective social studies instruction engages students in reading, writing, speaking, and thinking about complex topics, rather than memorization of facts and dates. An inquiry and literacy based approach to social studies instruction supports critical thinking, reinforces and builds literacy skills, gives students opportunities to ask questions, and to act upon their learning.

Instructional Period Breakdown

While 30 minutes of daily instruction is recommended, inquiry based and literacy rich social studies lessons will often need to be completed over 2 or more 30 minute sessions. Regardless of the time required, all social studies lessons should include the following:			
Engage	Investigate	Report/Argue	Act
• Activate prior knowledge • Present and/or create compelling and supporting questions. • Stage the compelling question. (Brainstorming, image analysis, discussion, surveys, etc.)	• Apply social studies disciplines and tools. • Use primary and secondary sources • Gather text-based evidence	• Answer compelling questions using evidence. (structured paragraphs, class discussions, drawings, etc.)	• Take informed action (in classroom, school, community) • Some examples: class debate, paired conversations, PSAs, presentations, letters, surveys, guest speakers, exhibits, etc.
Tier II and Tier III vocabulary and literacy strategies should be purposefully taught before or during the lesson.			



Components of High-Quality Social Studies Instruction

Primary and Secondary Sources

Students can work together to organize and translate primary sources. Students work in small groups to find information related to categories supplied by the teacher. Working together helps students decode the often archaic language in primary sources, discover the multiple, sometimes changing meanings of words, and in the process, improve their reading comprehension skills.

Historical Debates

Controversial issues provide opportunities to promote and practice civil discourse in the classroom. Established guidelines for civil discourse help structure and neutralize students' interactions during discussions about controversial topics. The following guidelines are offered:

- Everyone should participate and offer ideas.
- Seek to understand before being understood.
- Ask clarifying questions.

Integrated Curriculum

An integrated curriculum can include elements of social studies, art, science, and English language arts. An integrated curriculum is more reflective of the real world, in which subjects are not always defined and categorized by separate disciplines. Integrating subjects in the classroom allows students to make natural connections between content areas without being limited by artificial boundaries. In doing so, students construct their own meaning and develop skills they will need in the workplace.

An integrated curriculum may involve one or all of the following:

- Examining a topic from different points of view (disciplines)
- Placing greater emphasis on projects
- Using a variety of sources and materials in addition to the class textbook
- Encouraging students to recognize the relationships among and between concepts
- Using thematic units as organizing principles
- Flexible schedules
- Flexible student groupings

Complex Instruction

Complex instruction is a teaching method in which students work together in small groups to enhance their learning experience and to ensure full participation by every member of the group. Each student in the group is assigned one of the following roles:

- A group facilitator who keeps the group on task
- A harmonizer who ensures participation and civility
- A materials manager who gathers materials needed for the group product
- A reporter who explains the group process during the presentation
- A resource manager who gathers any additional resources or content materials needed

Socratic Discussions/Seminar

Socratic Seminars involve a structured discourse centered around a primary or secondary text, where participants ask open-ended questions. During the conversation, students attentively listen to their peers' comments, evaluate them critically, and express their own viewpoints while responding to their classmates' ideas. This approach fosters collaboration as students develop the skills to pose thoughtful questions and challenge each other's perspectives in a respectful manner.



K - 5 Global Languages

Purpose & Rationale

- **Individualized Learning:** Differentiated core instruction in world languages aims to recognize that students have varying abilities, interests, and learning styles. It seeks to provide instruction that accommodates these differences, ensuring that each student can progress at their own pace.
- **Cultural Awareness:** World Language instruction is not just about language skills; it's also about understanding and appreciating different cultures. By differentiating instruction, educators can create opportunities for students to explore various cultural aspects, fostering a deeper understanding of global diversity.
- **Language Proficiency:** The primary goal of language instruction is to help students become proficient in the target language. A differentiated approach ensures that students receive instruction at their appropriate proficiency level, helping them achieve greater language competency.
- **Preparation for Global Citizenship:** In an increasingly interconnected world, being proficient in world languages is essential for global citizenship. By differentiating instruction, educators prepare students to engage with the global community, both in terms of language skills and cultural understanding.
- **Diverse Student Population:** Students in grades K through 5 come from diverse backgrounds and have varying levels of prior language exposure. A one-size-fits-all approach is often ineffective because it may not meet the individual needs of learners.
- **Cognitive Development:** Students' cognitive abilities and language learning aptitudes evolve as they progress through middle and high school. A differentiated approach takes into account these developmental changes and adapts instruction accordingly.
- **Motivation and Engagement:** When instruction is tailored to students' interests and abilities, they are more likely to be motivated and engaged in the learning process. This can lead to better retention of language skills and a more positive learning experience.

Suggested Strategies

- **Pre-Assessment:** Begin the course with a pre-assessment to gauge students' prior knowledge, language proficiency, and learning styles. This will help you identify individual strengths and areas needing improvement.
- **Flexible Grouping:** Group students based on their language proficiency levels, interests, or



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	



learning styles. This allows you to provide targeted instruction to different groups. For example, advanced students can work on more challenging tasks, while struggling learners can receive additional support.

- **Adaptive Technology:** Incorporate language learning apps, online platforms, or software that adapt to individual student progress. These tools can provide customized exercises and feedback.
- **Tiered Assignments:** Offer assignments at different levels of complexity. Students can choose tasks that match their abilities, allowing them to challenge themselves or focus on building foundational skills.
- **Language Choice:** Allow students to choose the language they want to study, if possible. This can increase motivation and engagement, especially when students have a personal interest in the language.
- **Scaffolded Instruction:** Break down complex language skills (e.g., writing an essay or engaging in a conversation) into smaller, manageable steps. Provide guidance and support as students progress.
- **Choice in Assessments:** Permit students to select from a menu of assessment options, such as oral presentations, written essays, or creative projects. This gives them a chance to showcase their strengths.
- **Peer Collaboration:** Encourage peer tutoring and collaboration. Advanced students can help struggling peers, reinforcing their own understanding in the process.
- **Differentiated Homework:** Assign homework that matches each student's proficiency level. Advanced students may have more challenging tasks, while others may focus on reinforcement.
- **Cultural Exploration:** Incorporate cultural components into the curriculum. Allow students to explore aspects of culture that interest them, such as cuisine, music, or history, to make the language learning experience more engaging.
- **Individual Conferences:** Schedule one-on-one conferences with students to discuss their progress, goals, and areas of improvement. This personalized feedback can be invaluable.
- **Personalized Goals:** Collaborate with students to set individualized language learning goals. These goals can be revisited and adjusted as the year progresses.

Minimum Expectations

When implementing differentiated core instruction for world languages in grades 6-12, there are certain minimum expectations and standards that educators should aim to meet. These expectations serve as a foundation for effective differentiated instruction and ensure that all students have equitable access to language learning opportunities. Here are some minimum expectations for differentiated core instruction in world languages:

- **Individualized Assessment:** Conduct initial assessments or diagnostics to determine each student's proficiency level, learning style, and prior language knowledge.
- **Tiered Content:** Provide multiple levels of instructional content and materials to address the diverse language abilities and backgrounds of students.
- **Regular Formative Assessment:** Use formative assessments throughout the instructional process to monitor student progress, identify areas of improvement, and adjust instruction accordingly.
- **Varied Instructional Materials:** Provide a range of materials, including textbooks, multimedia resources, authentic texts, and cultural materials. Different students may engage more effectively with different types of content.
- **Varied Learning Activities:** Incorporate a variety of learning activities that cater to different learning styles, such as visual, auditory, kinesthetic, and tactile activities.
- **Choice in Assignments:** Offer students choices in assignments or projects that align with their interests and abilities within the scope of the curriculum.
- **Scaffolding:** Scaffold instruction by breaking down complex tasks into smaller, manageable steps, providing support and guidance as needed.
- **Regular Feedback:** Provide timely and constructive feedback to students, helping them understand their strengths and areas for growth.



- **Cultural Integration:** Integrate cultural elements into the curriculum to promote a deeper understanding of the target culture alongside language learning.
- **Student Engagement:** Implement strategies to engage all students actively in the learning process, fostering a positive and inclusive classroom environment.
- **Teacher Collaboration:** Collaborate with other world language teachers to align curriculum, share best practices, and ensure continuity of instruction across grade levels.
- **Equity and Inclusion:** Ensure that differentiated instruction is equitable, inclusive, and accessible to all students, including those with diverse learning needs or backgrounds.
- **Documentation and Reflection:** Keep records of student progress and reflect on the effectiveness of differentiation strategies to make informed instructional decisions.

These minimum expectations provide a framework for creating an inclusive and effective world language classroom that meets the diverse needs of students in grades 6-12. Tailoring instruction to individual students' abilities and preferences is essential for promoting language proficiency and cultural awareness in a differentiated core instruction setting.



K - 5 Social Emotional Learning

Social Emotional Learning Curriculum



Instructional Period Breakdown

Minimum Expectation : 15 minutes during a daily session

Suggested Strategies

It is a best practice for this time to be facilitated by the classroom teacher using the approved SEL curriculum and Panorama Playbook materials.

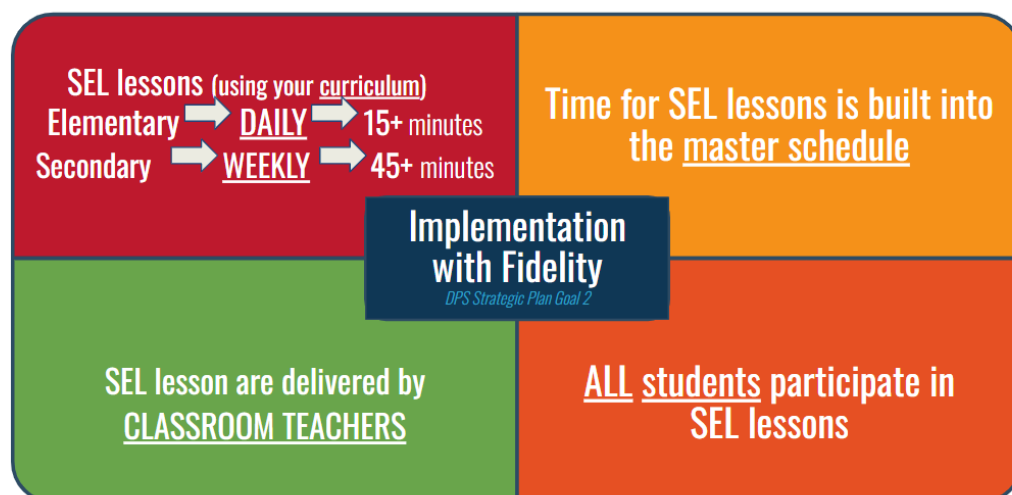


Resources

[Examples of Social and Emotional Learning in K-12 ELA Standards](#)

[SEL Implementation Best Practices](#)

SEL Curriculum Scheduling Reminders





Appendix A: Elementary Curriculum & Instruction Best Practice Indicators

[Math](#)

[English/ELA](#)

[Global Languages](#)

Appendix B: MTSS Standard Treatment Protocols

- [K-5 Literacy MTSS Standard Treatment Protocol](#)
- [K-5 Math MTSS Standard Treatment Protocol](#)



Appendix C: Supporting Reflective Teacher Practice and Standards-Aligned Goal Setting

These guiding questions, strategies, and practices support teachers as they plan to integrate content instruction, SEL needs, cultural responsiveness, and equity into classroom instruction. These questions, strategies, and practices support the foundations of quality differentiated Tier 1 core instruction. Additionally, the guiding questions promote proficiency in the [Teacher Evaluation Rubric](#), as indicated by the Standard and element number in parentheses after each item. Use this tool to help you:

- set goals (i.e. for your [PDP](#)),
- self-evaluate on the [Teacher Evaluation Rubric](#), and
- reflect on your practice (i.e. collecting evidence for the [Teacher Evaluation Rubric](#)).

	Preparation Beyond Planning	Social, Emotional, Behavioral	Cultural Responsiveness	Equity
Guiding Questions	• What are the prerequisite skills, knowledge, or concepts needed to access the grade-level standards? (IVa, IIb) • What specific actions will I take to execute the lesson? (teacher moves) (IVc, IVd) • Have I anticipated what students will do, say, or think, and have I prepared for different possibilities? (IIIb) • What will I do when students have already mastered the content? (IIIb) • Do I understand the nuances of engaging a diverse student group? (IIa, IIb, IIc, IId, IIe) • What will I do when I need help? (IId, Vb, Vc) • Have I familiarized myself with the individual needs of my students (AIG, ELs, EC, 504s, etc.)? (IIa, IIb, IIc, IId, IIe)	• What evidence-based practices for building an inclusive classroom community have I employed? (IIa, IIb, IId, IVc) • How do I maintain positive and inclusive learning environments? (IIa, b) • How can I encourage students to approach me with questions, not be afraid of making mistakes, and not be too harsh on themselves? (Ia, IIa, IIc, IVg) • What data is available in Panorama to help me build an understanding of who my students are? (i.e. self-efficacy, sense of belonging) (Ia, IVa, b)	• How will I build relationships with my students? (IIa) • How do I intentionally build community? (IIa,b) • How do I promote cultural sensitivity and consciousness among students? (IIId, IVd) • How do I welcome and affirm students? (IIa, IIb) • How do I invite feedback? (Vc)	• Do I believe all students can learn? (IVa, IVb) • How do my implicit biases affect my teaching or interactions with students? (IIb, IIc) • How do I engage student voices? (IIb, IIIa) • Is there a power dynamic in my classroom that may influence teaching and learning? (IIa, IIb IVf)
Expected Strategies & Practices	☐ Explore, examine, and study the NC Standard Course of Study standards. Refer to the DPS Curriculum Maps (which contain NCDPI unpacking and supporting documents). ☐ Plan explicit instruction strategies and learning activities aligned with lesson goals. ☐ Anticipate student responses and make connections to previous or future learning by doing the math, pre-reading texts, practicing with resources and materials, etc. ☐ Plan your responses to student misconceptions and opportunities for enrichment. ☐ Plan sufficient opportunities for independent practice and decide how students will receive feedback. ☐ Break instruction and/or tasks into smaller chunks or steps. ☐ Have materials and resources ready when class begins. ☐ Use precise, clear language.	☐ Engage students in discussion to cocreate classroom expectations, routines, and community. ☐ Plan a variety of reinforcements or responses to behavior. ☐ Utilize pre-corrects to address potential difficulties before they occur. ☐ Use behavior feedback in alignment with your school's cultural framework. ☐ Speak with students one-on-one to reinforce classroom expectations when disruptions occur. ☐ Collaborate with colleagues to understand the root cause of behaviors. ☐ Use Panorama data to inform support for behavior, engagement, and motivation.	☐ Incorporate Shared Cultural Framework Indicators. ☐ Reflect on Culturally Responsive Teaching ☐ Include students in creating the classroom culture (i.e. Social Contract, classroom agreements, norms, etc).	
Leverage the collaborative structures in your building and in the district to meet student needs. (PLCs, coaches, AIG teachers/specialists, EC teachers/facilitators, ESL teachers, MTSS facilitators, mentors, curriculum specialists, counselors, etc)				