

School Improvement Board Report 1/29

Curriculum Leaders Update

At our last meeting on January 19, leaders, building principals and district administrators came together to network, share ideas and resources on the topic that's in all of our hearts and minds: **Reopening Schools for In-person Instruction.** **Folks got together in breakout sessions and discussed the topics below, you can access their responses [HERE](#):**

- How will you support students with learning gaps from the last 12 months? --- How will you manage your emotional well-being and your teachers'?
- What will the transition from remote to hybrid to in person look like? --- How will you communicate plans to stakeholders during the transition?

Our School Improvement Team shared resources, sample letters and boilerplate language to draft communication to their stakeholders.

A few professional development Highlights offered to our component districts:

- **Connecting with Latinx Students and Families:** Ensuring Educational Equity for our Latina/o/x Families During the Time of COVID-19 and Beyond with Diagnostic tools and Actionable Steps for Successful Partnerships and Collaboration. We had over 50 participants from several component districts.
- **Hybrid instruction** will continue to be a need that our SI team is ready to support: The ESD is supporting teachers interested in creating self-paced instruction in their own classroom! The model we are using is called the [Modern Classroom Project](#).
- [Dustin](#) is seeking interested teachers for an EdTech Cadre. Folks will meet once a month to talk about how we can use technology to improve our practice.
- Self-paced instruction is available in the following tech resources: (PDUs are available): [Google Classroom](#); [Kami](#); [Screencasting](#)
- **Equitable Grading Practices: Asynchronous/Past Webinars and Resources on Equitable Grading Practices:** [Equitable Grading Workshop Video](#) (Beginner Training); [Authentic Assessment in CDL: Addressing Problems of Practice](#)