

Innovative School Experience Professional Learning Three Year Outcomes

Early Childhood and Elementary Innovative School Experience Educator Outcomes

2025-2026 Outcomes: Build Foundational Skills

- **Elementary: Understand Best Practices for Instructional Design**
 - ◆ Develop a clear understanding of research-based instructional practices that support deeper learning, student engagement, and effective use of instructional time.
 - ◆ Explore the new literacy curriculum and strategies for structuring lessons that include purposeful transitions, a balance of teacher-directed and student-led learning, and opportunities for exploration and inquiry.
- **Early Childhood: Understand Best Practices for Instructional Design**
 - ◆ Understand and implement evidence-based strategies that make learning visible for early childhood learners, focusing on early literacy and mathematical skills development in engaging and meaningful ways that support instructional rigor.
 - ◆ Develop a clear understanding of foundational literacy standards, including reading foundations and comprehension, and how they apply to 4-5 year-old learners aligned to kindergarten readiness indicators.
- **Plan, Design, and Implement Effective Lessons**
 - ◆ Design lessons that sustain student engagement by breaking instructional time into meaningful learning experiences, incorporating active and collaborative learning, and using formative assessments to provide immediate, actionable feedback.
 - ◆ Use student data to plan small-group instruction, targeted interventions, and meaningful learning extensions tailored to student needs during structured WIN intervention.
- **Build Meaningful Relationships that Cultivate a Sense of Belonging**
 - ◆ Create structured opportunities for students to build peer relationships through collaborative learning, cooperative play, and team-building activities that support communication, problem-solving, and inclusion.

2026-2027 Outcomes: Deepening Practice and Refining Instruction

- **Differentiate and Individualize Instruction**
 - ◆ Strengthen the use of differentiated instruction to meet the needs of diverse learners, including students requiring additional support, advanced learners, English Learners and students with IEPs.
 - ◆ Use ongoing assessment data to inform flexible small-group and WIN instruction, scaffolding, and enrichment activities that address student needs in literacy and numeracy.
- **Promote Student Engagement, Critical Thinking and SEL**
 - ◆ Implement developmentally appropriate strategies that foster deep learning through play, hands-on exploration, inquiry-based learning, and collaboration.
 - ◆ Utilize technology purposefully to enhance learning, moving beyond substitution of tools, and increasing hands-on learning and collaboration.
- **Assess Impact and Adjust Practices**
 - ◆ Use ongoing data collection and student work analysis to refine instructional practices and ensure alignment with student needs.
 - ◆ Engage in professional collaboration through PLCs, peer observations, and coaching cycles to reflect on and adjust instructional strategies.

2027-2028 Outcomes: Transforming Experiences for Students and Educators

→ Enhance Student Ownership and Autonomy

- ◆ Provide students with choice and voice in their learning by integrating inquiry-based projects, goal-setting, and opportunities for student-driven exploration.
- ◆ Develop student independence by explicitly teaching and reinforcing executive functioning skills such as organization, self-monitoring, and task completion.

→ Embed Interdisciplinary and Project-Based Learning

- ◆ Design interdisciplinary learning experiences that integrate multiple content areas, ensuring relevance, engagement, and real-world application.
- ◆ Incorporate project-based learning to provide students with meaningful opportunities for exploration, problem-solving, creativity and application.

→ Evaluate and Iterate

- ◆ Use student performance data, teacher feedback, and classroom observations to assess the impact of instructional shifts on student learning and engagement.
- ◆ Continue refining instructional practices through student input, professional collaboration, and ongoing reflection to ensure continuous improvement.

Middle School and High School Innovative School Experience Educator Outcomes

2025-2026 Outcomes: Build Foundational Skills

• Understand the Block Schedule Framework

- Develop a clear understanding of the purpose, structure, and benefits of block scheduling, with an emphasis on how it supports deeper learning, student engagement, and effective use of instructional time.

• Plan, Design, and Practice Block Lessons

- Learn how to design lessons that sustain student engagement by intentionally chunking instructional time into manageable segments, incorporating active and collaborative learning strategies, and using formative assessments to provide immediate, actionable feedback.

• Reflect on Student Engagement, Critical Thinking and SEL

- Explore strategies that sustain student engagement through longer periods, including purposeful collaboration, deep learning through project and inquiry-based approaches, and strategic use of technology for personalization.

2026-2027 Outcomes: Deepening Practice and Refining Instruction

→ Plan, Design, and Implement Effective Block Lessons

- ◆ Design lessons that sustain student engagement by intentionally chunking instructional time into manageable segments, incorporating active and collaborative learning strategies, and using formative assessments to provide immediate, actionable feedback.
- ◆ Use student data (evidence) to design WIN/SOAR periods that deliver targeted interventions and meaningful learning extensions tailored to student needs.

→ Promote Student Engagement, Critical Thinking and SEL

- ◆ Explicitly teach students executive functioning strategies, including planning, time management, self-monitoring, building autonomy, and ensuring effectiveness during extended blocks.
- ◆ Create opportunities for peer-to-peer connections through collaborative activities that build and center teamwork, communication, and inclusivity.

- ◆ Intentionally design instructional time to build teacher-student connections, provide personalized support, and enhance student engagement.

→ **Enhance Student Ownership and Autonomy**

- ◆ Embed opportunities to give students more choice and voice in their learning, such as self-directed projects, design challenges, personalized pathways, and goal-setting.

2027-2028 Outcomes: Transforming Experiences for Students and Educators

→ **Differentiate and Individualize Instruction**

- ◆ Refine the use of differentiated instruction to meet the needs of diverse learners, including advanced learners, students requiring additional support, English Learners, and students with IEPs during a block and WIN/SOAR time.
- ◆ Monitor the effectiveness of WIN/SOAR periods using data analysis to refine interventions and extensions.

→ **Embed Interdisciplinary and Project-Based Learning**

- ◆ Collaborate across disciplines to design interdisciplinary lessons/units that leverage extended periods to enhance relevance and deepen learning.
- ◆ Incorporate project-based learning to build real-world connections and foster critical thinking.

→ **Assess Impact and Adjust Practices**

- ◆ Use student performance data, teacher feedback, and classroom observations to evaluate the impact of block scheduling on teaching and learning.
- ◆ Continue to use student input and performance data to iterate and refine lessons for future instruction.

2029 Innovative School Experience Measures of Success

Plan, Design, and Implement Effective Block Lessons

- **Student Mathematics Outcomes:** Increased mathematics proficiency and growth across all student groups as measured by internal and external district assessments.
- **Professional Learning Engagement:** Teachers participate in professional learning sessions on block scheduling, with exit surveys reflecting an increased understanding of its purpose and benefits.
- **Lesson Design Implementation:** Lesson plans reviewed show evidence of intentional chunked instruction, clear transitions, and varied learning activities.
- **Targeted WIN/SOAR Interventions:** WIN/SOAR schedules and student groupings are data-driven, with students demonstrating measurable improvement in targeted skill areas based on assessment data supporting School Improvement Plan targets.

Promote Student Engagement and Critical Thinking

- **Student Outcomes:** Less frequent tardies, improved attendance rates, and fewer disciplinary incidents during unstructured time.
- **Active Learning Strategies:** Classrooms incorporate collaborative or inquiry-based learning at least twice per week, as evidenced in walkthroughs and teacher lesson plans.
- **Executive Functioning Skills Instruction:** Students can articulate and demonstrate strategies for time management, task prioritization, and self-monitoring, as measured by student reflections or teacher observations.

Build Meaningful Relationships that Cultivate a Sense of Belonging

- **Collaborative Learning Opportunities:** Observed lessons include structured peer-to-peer interactions, such as group projects, discussions, or team-based problem-solving.
- **Student Perception of Belonging:** Student survey data indicates that students feel connected to peers and valued in the learning environment.
- **Classroom Culture and Inclusivity:** Classroom walkthroughs show evidence of inclusive teaching practices, such as student voice opportunities, culturally responsive instruction, personalized feedback, and strong teacher-to-student relationships.

Each success criterion focuses on observable or measurable indicators of implementation success.