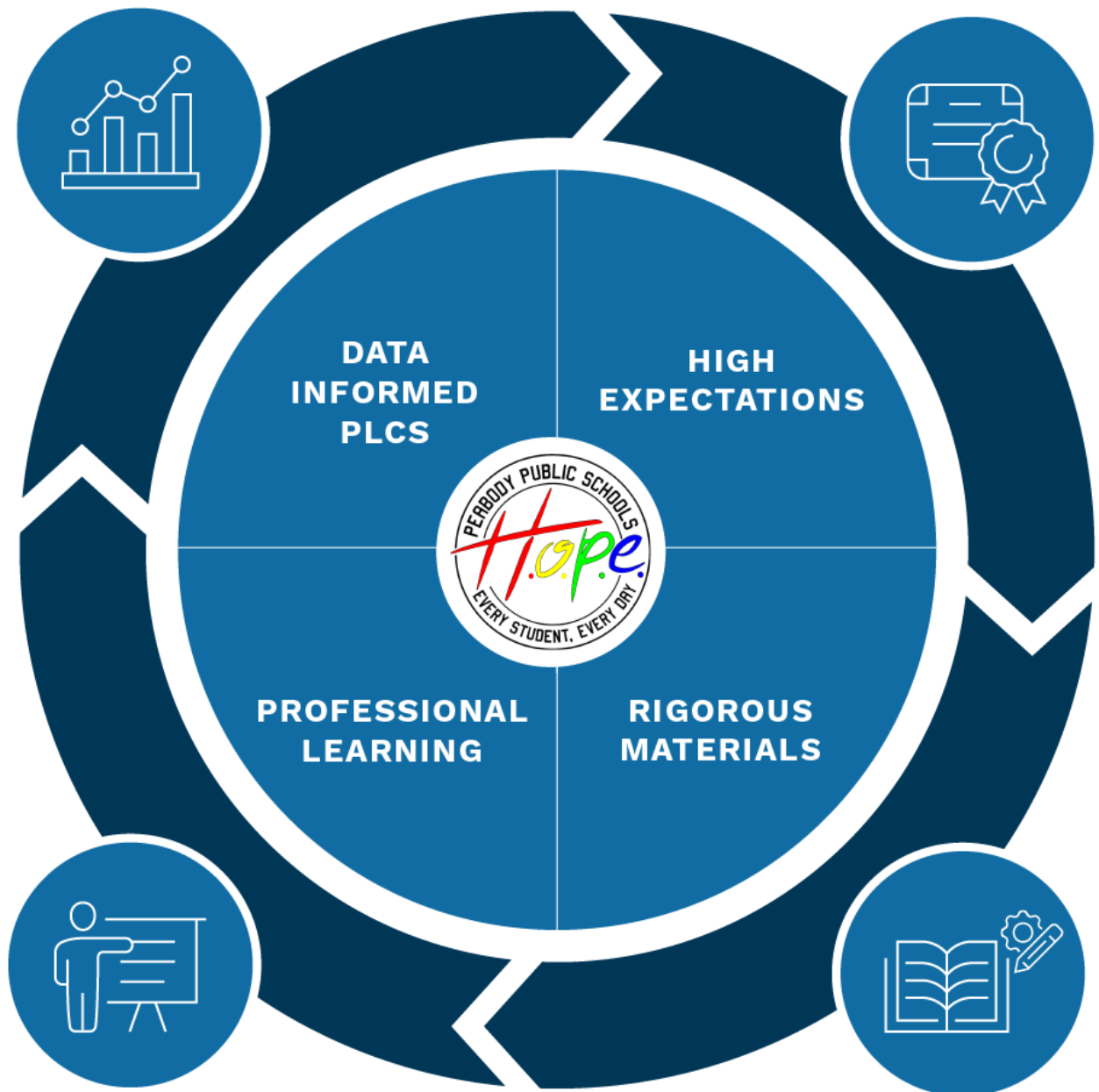


PEABODY PUBLIC SCHOOLS

INSTRUCTIONAL VISION



SMART Goal 1: District Student Learning Goal

Peabody Public Schools will foster a sense of HOPE for every student every day that results in the majority of students meeting or exceeding grade-level expectations on state and local assessments.

Educators and instructional leaders will ensure that students have daily grade-level learning experiences grounded in the district-adopted HQIM and standards, so that students own the rigorous thinking.

District Instructional Priority

To uphold **High Expectations**, all teachers in Grades PK-12 will prepare and facilitate grade-level learning experiences grounded in the district-adopted HQIM and standards, so that students have daily opportunities to own the rigorous thinking with data-informed scaffolds when needed.

Literacy Instructional Priority

To uphold High Expectations, all teachers of Literacy in Grades PK-12 will prepare and facilitate grade-level learning experiences grounded in the district-adopted HQIM and standards, so that students have daily opportunities to use **evidence** from **complex text** to support their answers in **writing** and **speaking** with data-informed scaffolds when needed.

STEM Instructional Priority

To uphold High Expectations, all teachers of STEM in Grades PK-12 will prepare and facilitate learning experiences grounded in the district-adopted HQIM and **focused** on the **depth of the grade-level standard**, so that students have daily opportunities to **explain** and **justify** their **thinking** (showing their work, in writing, and/or speaking).

Literacy Progress Monitoring Indicators Literacy

- Students spend the majority of time in **complex text** (from the adopted curriculum).
- Students provide **text evidence** to support their ideas and use topic or text-specific language in their oral and/or written responses.

STEM Progress Monitoring Indicators

- Focus: The enacted lesson focuses on the grade-level cluster(s), **grade-level content standard(s)**, or part(s) thereof.
- Students **explain and justify their thinking** beyond just stating answers (showing their work, in writing, and/or speaking)

Non-Core Instructional Priority

To uphold High Expectations, all educators in subjects such as Visual and Performing Arts, CTE programs, Wellness, World Languages, all non-core disciplines and related services in Grades PK-12 will prepare and facilitate grade-level learning experiences grounded in the district-adopted resources and state standards. This will ensure that students have daily opportunities to engage in authentic, interdisciplinary learning experiences that foster critical thinking, creativity, collaboration, and practical skills with data-informed scaffolds provided as necessary.

Culture of Learning and Core Actions

1. All stakeholders foster a culture of learning by demonstrating a joy for learning through positive relationships and strong classroom culture as evidenced by the majority of students being on task academically and behaviorally.
(**Culture of Learning:** High Expectations and Rigorous Materials)
2. All stakeholders ensure that high quality text, district adopted high quality materials, and/or grade-level standards will be at the center of each lesson for every student, every day.
(**Core Action 1:** High Expectations and Rigorous Materials)
3. All stakeholders support the daily use of high quality questions and tasks aligned with the adopted curriculum to meet the demands of grade-level content and grade-level standards.
(**Core Action 2:** Rigorous Materials, Professional Learning and Data Informed PLCs)
 - Actively monitoring student responses (written and oral) during daily instruction.
 - Analyzing student work to celebrate bright spots and inform planning.
 - Analyzing student work with colleagues, leaders and partners to adjust instruction, planning and supports.
4. All stakeholders will ensure that all students will demonstrate ownership of their learning as evidenced by:
(**Core Action 3:** High Expectations and Rigorous Materials)
 - All students have daily opportunities to provide text evidence to support their ideas and use topic or text-specific language in their oral and/or written responses.
 - All students have daily opportunities to explain and justify their thinking beyond just stating answers (showing their work, in writing, and/or speaking)