



IHA – INSTRUCTIONAL PROGRAM

The attainment of District Ends established by the Board of Education shall be the responsibility of all District employees with duties related to student instruction.

INSTRUCTION

Classroom instruction shall be guided by District Ends policies, District goals, state and District content standards, professional learning communities and response to intervention.

The following standards apply to all District schools:

- Instructional strategies shall reflect best practices and stimulate student engagement;
- Instructional practice shall promote and integrate appropriate technology to enhance curricular outcomes and co-curricular pursuits;
- Assessment shall be used as an ongoing practice involving both formative and summative components;
- Assessment shall be used to ensure quality learning and to inform teachers and teams regarding curricular and instructional decisionmaking;
- Curriculum, instructional practice and assessment shall recognize and accommodate individual differences, interests and abilities; and
- Curriculum, instructional practice and assessment shall reflect the District's commitment to continuous improvement and closing achievement gaps while maintaining high expectations for all students.

The following responsibilities apply to all District principals:

- Principals shall ensure that staff members are focused on effective teaching and learning through the use of evidence-based instructional strategies, assessment and data-driven decisionmaking;
- Principals shall build staff capacity by encouraging individual professional growth in the areas of instruction, assessment, student engagement and curriculum; and

- Principals shall work collaboratively with central administration personnel, other principals, school staff and other interested stakeholders to develop and implement professional development that reflects current school needs and is aligned with school and District goals.

The following responsibilities apply to all District teachers:

- Teachers shall ensure that instructional planning is driven by District-adopted goals and standards using District-approved curriculum materials and resources for assigned subject area(s) and grade level(s);
- Teachers shall modify instruction and make other appropriate accommodations to meet the needs of students and to help students achieve adopted District goals and content standards based on student performance on assessments; and
- Teachers shall use available classroom formative and summative state and District assessments to diagnose student needs and use the results to modify instructional strategies to improve student achievement.

The District's central administration personnel shall have the responsibility to provide support to all principals, teachers, special services providers and other instructional staff so that they can implement the instructional program in their classrooms.

PROFESSIONAL LEARNING COMMUNITIES

An exemplary learning community operates on the premise that success for every student is dependent upon the people in the organization. Therefore, the District's administration and staff are committed to recruiting, developing and retaining individuals with exceptional expertise in their respective fields and a passionate commitment to the school as a professional learning community. The administration and staff shall:

- Actively promote and honor the District's vision, values and goals;
- Have high standards and expectations for student success, and engage in reflection and collective inquiry regarding best practices;
- Be committed to contributing to high-performing collaborative teams;
- Model the importance of life-long learning through a commitment to ongoing professional development;
- Be committed to collective inquiry and reflection on the results of student achievement in order to improve individual student learning;

- Be committed to a high level of mutual support and trust between all members of the learning community; and
- Guide students in accepting increasing responsibility for their learning, decisions and actions.

ASSESSMENT AND EVALUATION

The District will evaluate its curriculum and programs of instruction based on program targets as outlined in District Ends policies, District goals, state and District content standards and state accreditation results. District and school targets are established to reduce achievement gaps in student performance related to ethnicity, gender, disability and limited English proficiency while holding high expectations for all students.

Accountability for student performance and progress is the shared responsibility of teachers, administrators, parents and students. Individual student progress and the instructional efforts of the schools shall be evaluated systematically.

The purpose of the evaluation process shall be:

- To implement an assessment plan that fulfills the purposes of (1) informing and guiding instruction to meet individual student learning needs, and (2) validating the quality of education provided by all District schools;
- To compile a body of evidence for each student that is based upon classroom, schoolwide and Districtwide formative and common summative assessments and external validations;
- To monitor and plan for the progress of individual students and periodically report that progress to the student and the student's parents;
- To identify strengths and weaknesses of existing instructional programs;
- To provide data for decisionmaking regarding additions to, modifications of or deletions from existing instructional programs and the District's accreditation and strategic plans; and
- To report to the public the relationship between the stated educational goals as contained in the District's accreditation plan, District learning goals and the achievements and accomplishments of the District.

The District shall participate in statewide and federally mandated assessment programs. The District shall participate in other external assessments or testing programs that are not required by statute at the discretion of the superintendent. The superintendent and professional staff shall design, develop and select the appropriate assessment tools. The professional staff shall provide continuous evaluation of the educational program

and instructional processes for the superintendent. Acceptable data sources shall include but not be limited to the Colorado Student Assessment Program (CSAP), the assessments included as part of the Colorado Basic Literacy Act, NWEA Measure of Academic Progress, Colorado ACT, PLAN, Explore, and Districtwide common summative assessments.

Adopted by Superintendent: September 28, 2009