



Curriculum and Instruction Focus

[Our Collective Belief and Commitments:](#)

[Guaranteed Viable Curriculum \(GVC\)](#)

[Personalized and Differentiated Learning](#)

[Authentic Assessments and Body of Evidence](#)

[Brain Based Instruction](#)

[Balanced Literacy](#)

[Balanced Technology Integration](#)

[Learning Styles](#)

[Multi-tiered Support Systems \(MTSS\), Differentiated Learning](#)

[Professional Learning Communities \(PLC\)](#)

[Professional Growth and Learning](#)

[Building Leadership Team \(BLT\)](#)

Our Collective Belief and Commitments:

We will model, support, inspire, and foster..

- a Christ centered and infused instructional environment with a daily Bible study and weekly chapel attendance that fosters an authentic relationship and identity in Christ
- a growing understanding of the nature of God and the Bible and a deepening discernment of ideas that are consistent or inconsistent with truths of scripture
- a safe and collaborative environment that fosters participation in academic and extracurricular activities
- curiosity and a love of learning
- students to reach their personal best through goal setting and positive coaching
- challenging, differentiated opportunities for students to demonstrate understanding of higher level thinking
- the spiritual gifts and talents of all students

- the Goals, Values, and Expectations of the Southeast Christian Learning Community as united professionals with Christ at our center

Guaranteed Viable Curriculum (GVC)

The collective agreement of our building leadership team specifies that staff will:

1. Infuse the word of God and Biblical principals throughout all instruction.
2. Use a variety of Biblical and secular resources to support a growing understanding of the nature of God and the Bible and a deepening discernment of ideas that are consistent or inconsistent with truths of scripture.
3. As relevant to our work, some of the Colorado State Academic Standards are the floor in regards to grade level minimum expectations. We do not plan our lessons based on the state standards. We plan our lessons based on our thematic units of instruction designed by our staff utilizing a variety of Christian and secular texts and curriculum resources. Here are the minimal [grade level benchmarks](#). The spiritual components are still in development by our staff.

SECS uses a variety of curriculum resource publishers including, but not limited to, ACSI, Bob Jones, Take TENN, Daily 5, The Daily Cafe, Learning Ally, Raz Kids, Khan Academy, Concerned Group, Saxon, Kendall Hunt, Evan Moor, Prentice Hall, Scholastic, Reading A to Z, Read Naturally and Houghton Mifflin.

Personalized and Differentiated Learning

Student voice and choice inspires students to be passionate about expressing their own learning. Students connect their own learning with interests, learning styles, passions, talents, and aspirations with regard to personal goals based on performance data, grade level standards, content, and responsibility through authentic student driven assessment and/or performance assessment directly linked to their own learning goals and needs to achieve growth. As the body of Christ, we value instruction that is targeted to meet the needs of individual students for all students to achieve at least one year's growth.

Authentic Assessments and Body of Evidence

Through the use of authentic student created products and/or performance assessments, teachers can assess student work according to a Grading Rubric Criteria (GRC or Rubric) which can incorporate thinking levels, Spiritual Growth, 21st Century Skills, Technology Skills, Extended Evidence Outcomes, Content, Standards, Skills (grammar, usage, clarity, introduction,etc), Effort/Perseverance through

editing and taking feedback from peers/teacher to refine the work, etc. Students can help create the rubrics as well as choose the path or product according to their learning styles as well as teacher directed expectations/products. Student Voice and Choice is a critical part of creating the body of evidence that represents each student's growth for the year.

Brain Based Instruction

Learning in accordance with the way the brain is naturally designed to learn. It is a multi-disciplinary approach pulling from chemistry, neurology, psychology, sociology, genetics, biology, and computational neurobiology. It is a way of thinking about learning. Simply stated, it is a way to construct learning considering the way each brain in each individual learns. (Eric Jensen)

As a school, we will be focusing on how the brain learns best and what we can do as educators to create environments that are the most conducive to learning as well as the methods that knowledge is constructed. Learning styles, Bloom's Taxonomy (Higher Order Thinking Skills), Socratic Questioning, Balanced Literacy, Writing Across the Curriculum, content integration, student inquiry, and increased emphasis on critical thinking skills are all tied into the theory and practice of brain based instruction.

Balanced Literacy

The Daily Five is a balanced approach for teaching reading and writing using what we know about best practices. Daily 5 encourages engagement and ownership of the students' learning through goal setting. It gradually releases new skills; allowing for modeled teaching, guided practice and independent practice. Guided reading groups and book clubs are used to provide individual teaching points to small groups of children. Phonemic awareness, phonics, fluency, vocabulary and comprehension are taught throughout our K-6 classrooms in a manner that will be meaningful and relevant to students.

Balanced Technology Integration

SECS values the personal connection between instructor and student. Technology supports high quality instruction methodologies but in no way supplants core classroom instruction. The infusion of technology into classroom experiences represents an outstanding opportunity for SECS students and presents challenges for the faculty and administration as we continue to enhance the curriculum. Use of all digital devices must be in support of education and research and must be consistent with the goals and objectives of SECS. It is our goal to model and teach ethical and responsible use of technology. It must be recognized that the development of school policy to govern technology will be a fluid and continual process.

Learning Styles

We know that students learn best in the manner that his/her brain receives and retains information prior to processing and expressing learning. We want to honor learning style differences while supporting students in growing in areas that are not preferences. This requires a balanced approach of providing opportunities in areas of strength and creating safety in expressing learning through an area of growth. Learning styles are typically determined through observation and natural student preferences expressed through a variety of learning opportunities where students are given voice and choice to express learning.

- Tactile/Kinesthetic: Student prefers physical input. They learn best by doing. Hands on first before moving to abstract.
- Visual: Learner prefers to see it first. The mental picture helps support the concrete application.
- Verbal: Learner prefers using words, both in speech and writing.
- Auditory/Musical: Learner prefers to hear/sing the concept prior to moving to a concrete or visual construction of the concept.
- Technological: Learner prefers integrated technology.
- Logical (Mathematical): Learner prefers using logic, reasoning and systems.
- Social (interpersonal): Learner prefer to learn in groups or with other people.
- Solitary: Learner prefers to work alone and use the self-study.

Multi-tiered Support Systems (MTSS), Differentiated Learning

A systematic approach to providing a seamless problem solving process that enhances the learning of all children by using consultation and support among all educators-combining the unique talents of both general educators and specialists for the success of ALL students. (In plain English, teachers across the school will be collaborating for student solutions both behaviorally and instructionally and blocking out time for specific instruction to students who are not demonstrating mastery of foundational skills or in need of extensions for advanced academia). What this means to our teachers and service providers is that students will be pulled from class or supported during inclusion through a strategic method of service provisions and supports.

To begin, all students are assessed with universal screeners: STAR, Math and Literacy probes, DRA2, etc. Then, students are assigned specific support groups based on need for a 20 to 30 minute block of time. There are three levels to MTSS Interventions: Tier 1 which is within the classroom time specific to the instructor based on classroom performance; Tier 2 which is either during core instruction or a pull out time and targeted to specific deficits in learning or extensions to push rigor for advanced students, and Tier 3 which is the most intensive and prescriptive intervention provided during pull out to target learning deficits.

What this means to the students in need of intervention is that they will have flexible, targeted intervention that is brain based and research based to address specific needs according to his/her diagnosed area of weakness in addition to the fluid provision of supports throughout their day. MTSS are outlined under federal and state umbrellas. (Click here [for the state link.](#)) Parents are a critical part of this process and will be included for students in need of intensive intervention.

Professional Learning Communities (PLC)

Throughout the school year teachers will participate in PLC's which provide staff development and an opportunity for teams to work collaboratively to achieve common goals. PLC work will ensure that what we are collaborative and focused during planning and that staff development, planning, assessments, and instruction align with our core values. PLC's will offer teachers the opportunity to review data, calibrate rubrics and grading expectations, collaborate on planning, and design differentiated instruction in addition to learning new strategies.

Teacher Professional Growth and Learning

The purpose of the teacher evaluation and feedback system is to support positive growth and development amongst the SECS staff to better meet the instructional and spiritual needs of students.

All staff will:

1. Participate in staff wide prayer and devotionals weekly
2. Actively participate in all campus professional development
3. Self-evaluate according to the [state foundational rubric for instruction](#) and ACSI Christ integration self-evaluation
4. Create a [professional growth plan](#) proposing 2 primary goals aligned to SECS annual goals and personal growth needs identified in the self-evaluation to support ongoing professional development to provide highest quality instruction at SECS
5. Participate in at least 2 informal walkthroughs and 1 formal observation with reflective feedback
6. Collaboratively create a body of evidence illustrating instructional practice and growth
7. Participate in reflective feedback sessions with the principal and/or asst. Principal
8. Participate in a summative review and growth analysis based on the AdvancEd and State Evaluation Model
9. Review final evaluation rating and set goals for continued growth
10. Maintain documentation for ACSI Certification and/or State Certification which includes Holy Bible Continuing Education Credits and Education Continuing Education Credits

Building Leadership Team (BLT)

The Building Leadership Team consists of a cross section of staff to support the principal in establishing campus goals, systems, policies, curriculum tools, and desired outcomes for Southeast Christian School. The BLT has worked closely with the principal to create a clear vision, pathway and accountability system for the work for the 16-17 school year. Our broad goals for SECS are:

- The principal will set the standard of professional expectations, conduct, accountability systems, and expectations for desired outcomes.
- Develop a clear vision for the instruction and spiritual development of students and staff which aligns with Biblical principles creating a positive sense of accountability, and executed with fidelity.
- Provide an environment that disciplines students to become Christ-like and pursue academic excellence to fulfill individual potential as part of the body of Christ.
- Provide equitable resources and training to empower staff to provide technology methods which align with Godly integrity, responsibility, and digital literacy standards.
- Create and sustain a learning environment where each student receives individualized support to become lifelong learners, willing to challenge themselves academically.
- Sustain a working MTSS program to support students at SECS with interventions, extensions, and instruction coaching.
- All teachers and support staff will be trained and held accountable to administer aligned, formative assessments and interpret data to inform instruction and supports.