

GOAL:
To deepen staff understanding of curricular mapping within an Alternative Education context, while strengthening team collaboration and ensuring instructional planning is aligned. Deepening teachers’ understanding of curricular mapping encourages them to plan with clear learning outcomes in mind. This results in lessons that are more focused, relevant, and aligned to students’ needs—especially important in an Alternative Education context, where flexibility and personalization are key.

If this goal was being executed at the highest level in our school....

S1: What is ONE thing the STUDENTS will be doing / demonstrating: Students can articulate what they’re learning and why it matters. They understand the learning goals or success criteria for each lesson. 	E1: For the students to be successful in doing this one thing, what will the EDUCATORS be doing/ demonstrating: Educators will be able to articulate lesson goals and make connections across subjects, so that a common learning structure everyday is sharing with students how their learning builds over time, and how the learning opportunities are thoughtfully woven together within an adaptable, flexible, personalized learning opportunities.	L1: For the students and teachers to be successful in doing this one thing, what will the LEADERS be doing/ demonstrating? Clearly communicate the purpose and importance of curricular mapping and aligned instructional planning. Ensure all staff understand how this work connects to student success and the school’s overall mission. Facilitating time in the structures of how we organize our day to allow teachers have access to district experts within staff meeting time for capacity building, modeling our learning goals and identifying criteria for evaluating our progress. Intentionally foster strengthening team connections and alignment of instructional planning.
S2: What is ONE MORE thing the STUDENTS will be doing/ demonstrating: Students are setting personal goals, tracking their progress, and reflecting on their growth 	E2: For the students to be successful in doing this one thing, what will the EDUCATORS be doing/ demonstrating: Teachers will work together with the support of district staff to deepen their understanding of curricular mapping and plan with clear learning outcomes in mind.	L2: For the students and teachers to be successful in doing this one thing, what will the LEADERS be doing/ demonstrating? Schedule regular, structured opportunities for teachers to engage in curriculum mapping and reflective dialogue (release time, staff meetings).

S3: What is ONE MORE thing the STUDENTS will be doing/ demonstrating: students more invested in their learning, participating actively, and showing confidence in their ability to succeed because lessons are clearer and more aligned to their strengths and goals.	E3: For the students to be successful in doing this one thing, what will the EDUCATORS be doing/ demonstrating Engage in collaborative curricular mapping: - collaborate to identify essential standards, skills, and learning outcomes. - Align instructional plans across courses and grade levels to ensure consistency and coherence. Plan with clear learning targets and success criteria: - Design lessons with explicit goals that students can understand and track. - Communicate these goals regularly, connecting them to students’ individual learning paths. - Assessment practices reflect alignment to curricular goals and the learning targets.	L3: For the students and teachers to be successful in doing this one thing, what will the LEADERS be doing/ demonstrating? Provide training, modeling, and support around curriculum design, assessment, and differentiated instruction. Participate in professional learning alongside staff. Monitor implementation through team meetings, instructional walkthroughs, and student learning evidence. Provide feedback and celebrate examples of strong curricular alignment and effective teaching.
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Evidence

- Students will demonstrate greater engagement and ownership of their learning, evidenced through improved attendance.
- Students can articulate their learning goals and broader pathway for graduation/school completion.
- Educators will have relevant, detailed curriculum maps that link to culturally responsive, and inclusive assessment practices.
- Assessment and report card communications will show evidence of student learning goals or targets and assessment practices that are inclusive and equitable.