

The Core Essentials

The faculty and staff of the Elbert County School System are committed to these non-negotiable, “Core Essential” practices in every classroom.

Core Essential: Effective Instruction

What you should see and hear in classrooms and around our schools...

| | |
|---|---|
| Well-designed standards-based lessons aligned to the CCGPS/GPS. Well-managed, safe, and orderly environments that are conducive to learning and encourage respect for all. | During class and in every subject, students are reading, writing, and solving problems regularly. They are doing work of high cognitive demand to help them reach proficiency. |
| Essential questions used to connect instruction to standards include both kid friendly language and language of the standards, and students explaining standards in their own words. Teachers effectively plan not only what to teach, but more importantly plan for whom they are going to teach. Teachers integrate a variety of instructional strategies that incorporate various forms of technology. | Teaching and learning activities that are built around a common instructional framework that consists of: <ul style="list-style-type: none">• Opening: Activating strategies centered on the standard, elements(s), and essential question.• Work session: Engaging students using performance tasks and higher-order thinking questions.• Closing: Summarizing strategies to assess student learning |

Core Essential: Collaborative Culture

What you should see and hear in classrooms and around our schools...

| | |
|---|---|
| Teachers and administrators monitor the progress of students while working collaboratively using the Data Team process. | Teacher teams analyze student work on a regular basis to inform their instruction and to provide timely and constructive feedback to students and parents. |
| Teacher teams systematically choose a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. They adjust instruction based on the results of these assessments. | All teachers have direct involvement in their school’s Response-to-Intervention (RTI) program. Students are identified as not meeting standards, meeting standards, or exceeding standards. |
| Administrators are in classrooms every day, observing and discussing work with teachers and students. | |

The Bottom Line: Closing Achievement Gaps

In every grade, every student will achieve at high levels on all state assessments: Regular education students, special education students, and English language learners.

Core Essential: Professional Learning

What you should see and hear in classrooms and around our schools...

| | |
|--|---|
| Professional learning is embedded into the school's collaborative practices. The norm is of continuous learning for everyone; staffs discuss instructional problems and solutions in formal and informal settings. | Teachers know their content and their students well, and help each other improve their practice. They make their practice public and visit each other's classrooms. |
| Each teacher's professional development is aligned with school goals. Choices about professional learning in which teachers participate are based on school improvement goals and students' learning needs. | |

Core Essential: Families and Community

What you should see and hear in classrooms and around our schools...

| | |
|---|--|
| Families and community members are present and active in our schools. | Communication with parents is frequent, consistent, and documented when possible. It is focused on building partnerships to improve student performance. |
|---|--|

The Bottom Line: Closing Achievement Gaps

In every grade, every student will achieve at high levels on all state assessments: Regular education students, special education students, and English language learners.