

# BTCS CURRICULUM & INSTRUCTION FRAMEWORK

*A Guide to Student Success*

2023-2024



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*\*When noted throughout document this resource is available to teachers in Canvas.*





## BELIEFS

## WHAT DRIVES OUR PLAN?

At BTCS, we believe it is important to ensure that our instruction aligns to what students should know and be able to do at each grade level. In the education world, we refer to these as “standards.” We also believe our teachers are our most valuable resource in supporting student success. Therefore, we know we must provide our teachers with ongoing professional development and high-quality instructional materials to support teaching and learning. **This planning document outlines the strategies and materials we use daily to promote student and teacher success.**

“ When teachers have high-quality instructional materials, they don’t have to spend their valuable time searching for resources and creating their own materials. They know they are using materials that have been developed and reviewed by researchers, academic experts, and teachers like them. They have curriculum that works harder so they can do what they do best: teach. ”

*Johns Hopkins Institute for Education*

**CORE** is a division of the Tennessee Department of Education that provides support to BTCS by providing training for leaders, teachers, and other staff.

**CRA Instruction** Concrete-Representational-Abstract is a three-step instructional approach that is highly effective in teaching math concepts. Concrete is known as the “doing” step. Representational is known as the “seeing” step, and Abstract is known as the “symbolic” step.

**ELA** is an acronym for English Language Arts.

**EOC** is an acronym for End-of-Course state mandated tests (secondary only).

**High-quality Instructional Materials** (HQIM) referenced in this document include Tennessee Foundational Skills Curriculum Supplement (TNFSCS), CKLA, Wit & Wisdom, McGraw-Hill Reveal Math, Big Ideas, and SAVVAS.

**Instructional Model** is a one-page document representing the processes of planning curriculum and instruction. This document also represents our balanced assessment process to individualize instruction.

**Manipulatives** are objects that students can touch or hold to model mathematical concepts for deeper student comprehension.

**Preparation Protocols** are templates used by teachers to prepare to teach lessons. They are provided for reading, math, science, and social studies.

**Related Arts** include art, counseling, library, music, physical education, and STEM.

**Response to Intervention** (RTI) typically has three tiers (Tier I, Tier II, Tier III) which match the needs of all students within the classroom. Each tier provides differing levels of support. Providing high-quality instruction in literacy and numeracy ensures schools are better equipped to identify and address the needs of students at all levels of learning. Using programs that are supported by reliable research evidence is central to this approach.

**Tier I:** Whole class; **Tier II:** Small group intervention; **Tier III:** Intensive intervention

**Scope & Sequence** describes the ideas and concepts that will be covered in a book or course within a curriculum.

# GLOSSARY

## WHAT DOES THAT MEAN?

**TNTP** is an educational consulting vendor that works with BTCS as a part of the Tennessee Department of Education Math Implementation grant. They provide training and professional development opportunities to district leaders, teachers, and other staff.

**TNFSCS** is an acronym for Tennessee Foundational Skills Curriculum Supplement, which is an open-source resource that is free and available to anyone. This curriculum supplement was developed for all teachers, parents, higher education agencies, and others to support students' foundational literacy skills acquisition.

**Universal Screener** is an assessment conducted with all students to provide teachers with information about strengths and needs in students' basic reading and math skills.



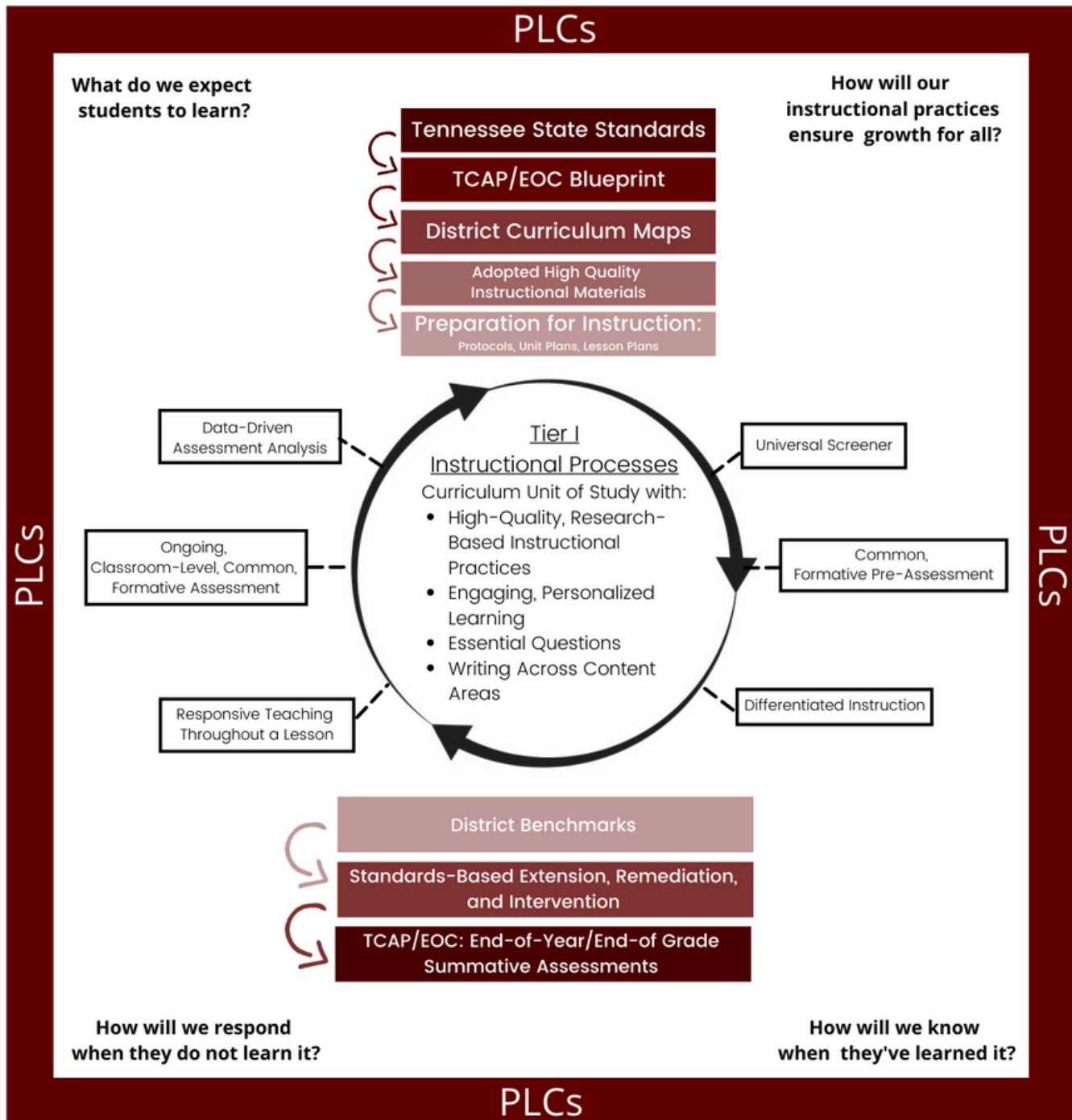
Tennessee Middle School  
*Opened August 2021*

Grades 6-8



Tennessee High School

## INSTRUCTIONAL MODEL



# SCHEDULE

## WHAT DOES A DAY LOOK LIKE?

### ELEMENTARY DAILY SCHEDULE

The school day officially begins for elementary students at 8:10 a.m. and ends at 3:10 p.m. The top priority for the master schedule is to protect Tier I instructional time. This means that at BTCS we make it a priority for all students to receive consistent, high-quality instruction in the foundational subject areas.

#### GRADES K-2

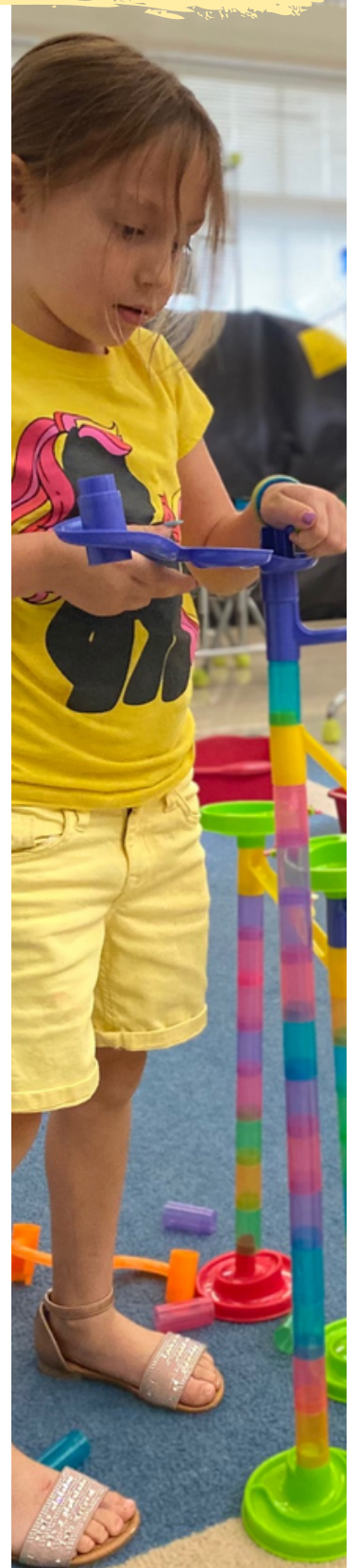
Wit & Wisdom	90 minutes
Foundational Skills (TNFSCS/CKLA)	90 minutes
Math	75 minutes
RTI	45 minutes
Related Arts	60 minutes

#### GRADE 3

Wit & Wisdom	90 minutes
Foundational Skills (CKLA)	30 minutes
Math	90 minutes
Science/Social Studies	60 minutes
RTI	30 minutes
Related Arts	60 minutes

#### GRADES 4-5

Wit & Wisdom	90 minutes
Math	90 minutes
Science	45 minutes
Social Studies	45 minutes
RTI	30 minutes
Related Arts	60 minutes



# SCHEDULE

## WHAT DOES A DAY LOOK LIKE?

### SECONDARY SCHEDULE

The school day officially begins for 6-12 students at 7:30 a.m. and ends at 2:30 p.m. The top priority for the master schedule is to protect Tier I instructional time. This means that at BTCS we make it a priority for all students to receive consistent, high-quality instruction in the foundational subject areas. The following times are the minimum number of minutes for each subject\*.

#### GRADES 6-8

English Language Arts	55 minutes
Math	55 minutes
Science	55 minutes
Social Studies	55 minutes
Fine Arts	55 minutes
CTE	55 minutes

#### GRADES 9-12

English Language Arts	90 minutes
Math	90 minutes
Science	90 minutes
Social Studies	90 minutes
Fine Arts	90 minutes
CTE	90 minutes

*\*Diverse school- and grade-level structures may have an effect on scheduling.*





### TEACHER SUPPORTS AND STRATEGIES

#### INSTRUCTIONAL COACHES (K-5)

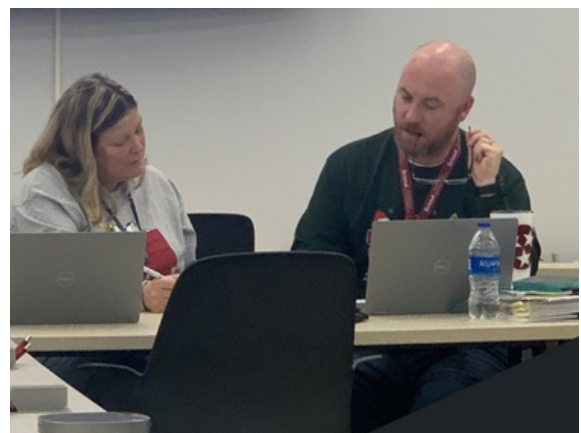
Instructional Coaches aim to support teachers in ways that promote career readiness through academic excellence for all students. Coaches align teaching, learning, and assessment. Coaches review data from a variety of assessments and sources to align curriculum with student outcomes. Additionally, coaches use information from classroom visits and student performance to align curriculum maps and pacing guides. Coaches' responsibilities include but are not limited to:

- Plan & Lead District Inservice
- Create District Common Assessments
- Create Curriculum Maps and Pacing Guides
- Coordinate with School Leaders
- Support Teacher Ambassadors
- Plan & Lead Professional Development

#### ACADEMIC CHAIRS (6-12)

Academic Chairs will be in place in our secondary schools to support the teaching and learning process. This is designed to transition supports to the school level. Staff members are selected by the building level principal and support by the secondary curriculum office. Responsibilities include but are not limited to:

- Support teachers as they prepare for instruction including pacing, lesson/unit planning, and common assessments
- Plan and lead in-service days with building leaders including PLC
- Data analysis, and review
- Meet regularly with school level data team
- Organize classroom visits and feedback
- Supports Mastery Connect and Canvas
- Support new teachers



*\*Resource available to teachers in Canvas.*

### TEACHER SUPPORTS AND STRATEGIES

#### DISTRICT AND SCHOOL LEADERS

Principals are the instructional leaders in each school. They set the direction for instructional expectations, and they support the teachers as they meet the needs of all learners. Principals meet monthly with supervisors and instructional coaches in curriculum-focused planning sessions. During this time, data is analyzed from all assessments and classroom walk-throughs. District and school leaders attend on-going professional development through district partnerships with TNTP and the Tennessee Department of Education Core Consultants.

District supervisors lead the process for establishing and enforcing district goals for improvement. They work with school principals to ensure consistency between district and school goals and expectations. Supervisors align district resources for professional development with district goals for curriculum and instruction. District leaders facilitate meetings with principals, instructional coaches, teacher ambassadors, and RTI coordinators. They coordinate services and department support for school communities including: Data and Assessment, Transportation, Whole Child, Special Education, ELL, Technology, and Extended Learning. Supervisors manage the funds that are dedicated to the Instructional Framework. Often these funds come from multiple funding sources.

[Click here to view the BTCS Teacher Development Framework.](#)



*\*Resource available to teachers in Canvas.*

## COMMUNICATION AND DELIVERY OF INSTRUCTION

### TEACHERS

K-12 teachers use Canvas in the following ways:

- Facilitate instruction
- Communicate with parents and students
- Assess student learning
- Provide feedback
- Track student progress (Mastery Connect)

Canvas pages include:

- Units
- Course syllabus
- Announcements
- Presentation slides
- Daily class work and assignments
- Anything to support parents helping their children at home (examples: re-teaching videos, additional practice, links to online practice)

### FAMILIES

Canvas is where your child and you will access online information such as course and school announcements, content, and assignments for their scheduled classes this year.

### STUDENTS

K-12 students use Canvas in the following ways:

- Access daily resources and assignments
- Access course syllabus
- Communicate with teacher
- Review teacher feedback
- Complete unit assessments (Mastery Connect)

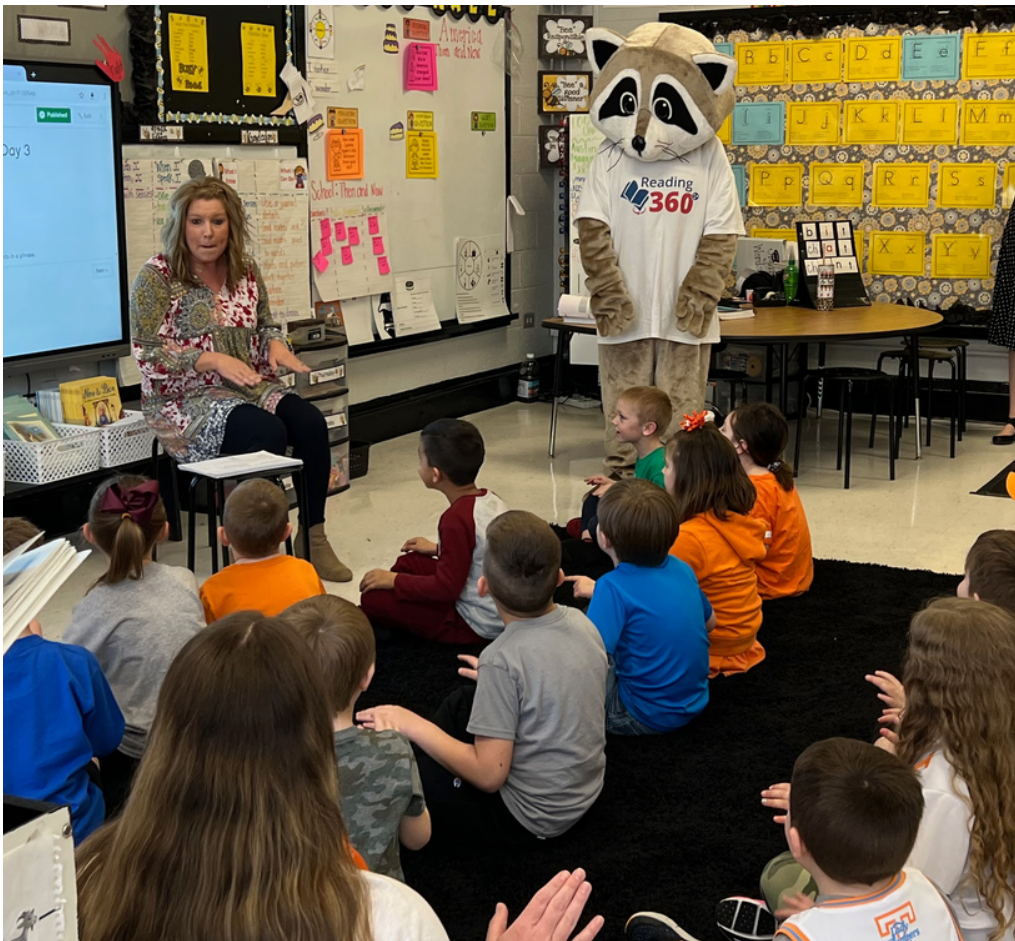
*\*Resource available to teachers in Canvas.*

### ENGLISH LANGUAGE ARTS (ELA) INSTRUCTION K-5

BTCS believes every student deserves instruction from a highly qualified teacher using high-quality instructional materials every day. To ensure this, BTCS only uses materials adopted by our district for literacy instruction.

All K-5 teachers do the following:

- Ensure exclusive use of adopted HQIM in literacy:
  - *Tennessee Foundational Skills Curriculum Supplement (TNFSCS)/CKLA in K-3\**
  - *Wit & Wisdom (knowledge building) in K-5\**
  - *Follow district curriculum maps\**
  - *Implement Foundational Literacy Plan\**



\*Resource available to teachers in Canvas.

### ENGLISH LANGUAGE ARTS (ELA) INSTRUCTION 6-12

Every student deserves instruction using high-quality instructional materials and practices every day. To ensure this, BTCS only uses the materials adopted by our district for literacy instruction.

*“The committee of Tennessee teachers, administrators, and higher education faculty who wrote the standards maintained an intentional focus on the language of the five strands. Following the mantra of ‘read about it, talk about it, write about it’—the committee approached reading and writing as reciprocal skills; therefore, the role of texts and routine writing permeates all of the standards. Students should read high-quality texts, discuss their interpretation and analysis, and write about their learning. When working with the writing and speaking and listening standards, students should engage in reading and research practices as well as focus on the craft and correctness of their language.”*

*Tennessee English Language Arts Standards*

Classroom materials, plans, and instructional strategies should reflect the three ELA instructional shifts:

- Regular practice with complex text and its academic vocabulary
- Reading and writing grounded in evidence from literary and informational text
- Building knowledge through content-rich literary and informational text

All 6-12 teachers will do the following:

- Ensure exclusive use of adopted HQIM in literacy:
  - **SAVVAS** in 6-12
  - **My Perspectives Text** (6-12) with **SAVVAS Sync**
- Follow **district curriculum maps\***

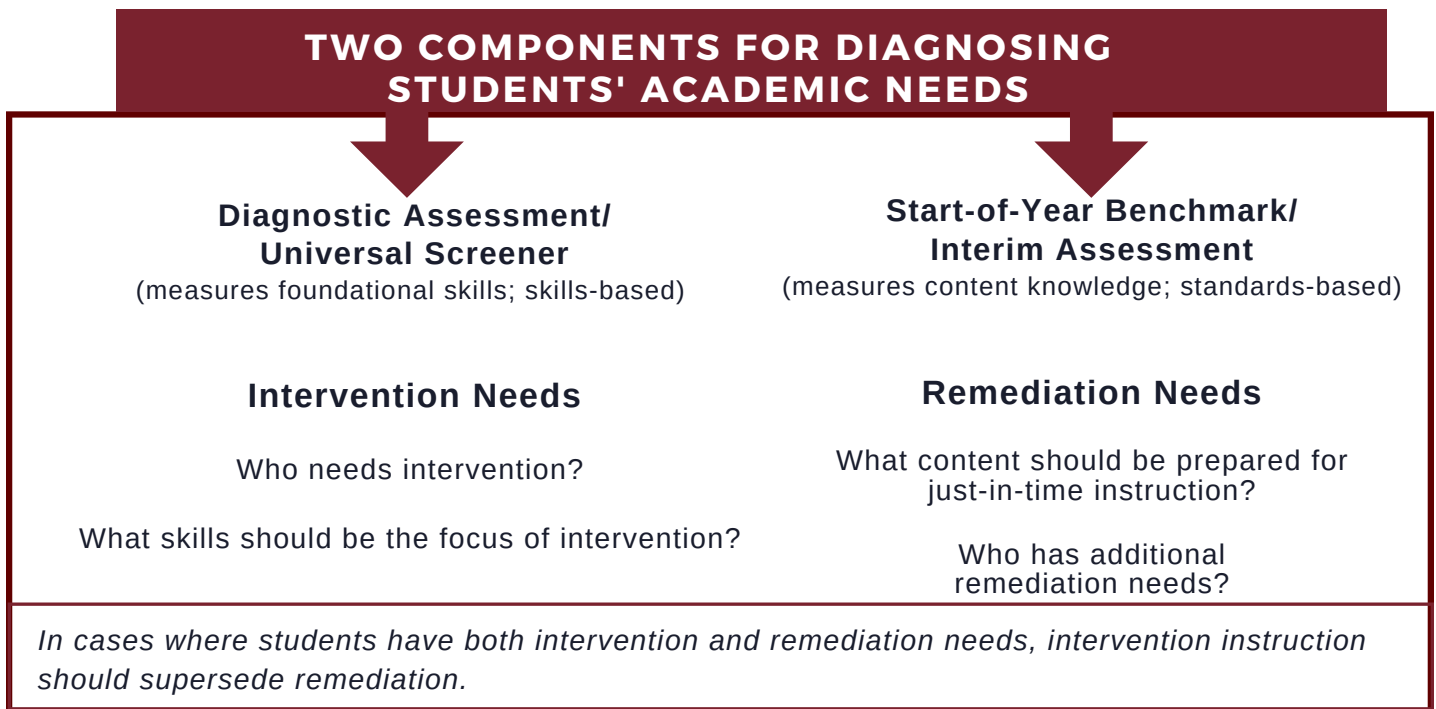


\*Resource available to teachers in Canvas.

## RESPONSE TO INTERVENTION

Across the country, states are focused on intervening at the first signs of academic challenges—often called a Response to Intervention (RTI) method—to address deficits in student learning. In Tennessee, we have Response to Instruction and Intervention (RTI<sup>2</sup>), which is Tennessee’s academic three-tiered framework for teaching and learning. RTI begins with high-quality, differentiated instruction throughout the day and emphasizes intervening with struggling students to avoid prolonged academic difficulties.

### ELA INTERVENTION AND REMEDIATION FRAMEWORK



### ELA RESPONSE TO INTERVENTION

- Interventionist will serve Tier II/III groups.
- These teachers and EAs will be trained in the programs to be used with our most high-need students.
- All progress is completed on Aimsweb.
- Due to their knowledge of students and content-area expertise, classroom teachers serve students who need additional academic support in Tier II to the extent possible.

### ELA RESPONSE TO REMEDIATION

- Classroom teachers will collaborate with the school ELA coach, school leaders, and/or ELA academic chair to identify student subgroups in need of intense remediation.
- Classroom teachers will use district resources and student diagnostic data to vertically and collaboratively plan for Tier I instruction.

## MATH INSTRUCTION K-5

Every student deserves instruction using high-quality instructional materials and practices every day. To ensure this, we will follow district expectations to eliminate unintentional gaps created by lack of consistency in materials and instructional practices.

All K-5 teachers will:

- Use ***Tennessee Math Standards\****
- Use ***Tennessee Instructional Focus Documents\* (IFD)***
- Use district-adopted math curriculum (***McGraw-Hill Reveal Math\****), high-quality instructional materials which are aligned to the depth of the standards and accessible to all teachers, students, and parents
- Follow ***district curriculum maps\****
- Use ***district units\**** in Canvas
- Use manipulatives to support CRA instruction for all lessons throughout the unit
- Use district common unit assessments
- Use district benchmark assessments



*\*Resource available to teachers in Canvas.*

### MATH INSTRUCTION 6-12

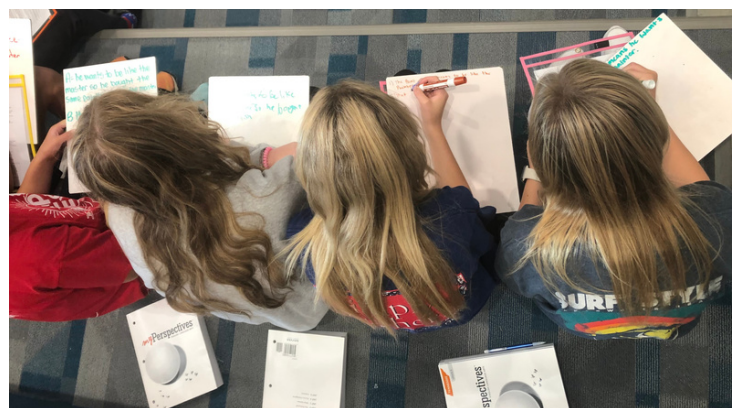
Every student deserves instruction using high-quality instructional materials and practices every day. To ensure this, we will follow the district expectations to eliminate unintentional gaps created by lack of consistency in materials and instructional practices.

All **6-8** teachers will:

- Use ***Tennessee Math Standards***
- Use ***Tennessee Instructional Focus documents***
- Use district-adopted math curriculum (***Big Ideas\****), high-quality instructional materials which are aligned to the depth of the standards and accessible to all teachers, students, and parents
- Implement a systematic plan for spiral review
- Follow ***district curriculum maps\****
- Use ***district units\**** in Canvas
- Use ***district common unit assessments***
- Use ***district benchmark assessments***

All **9-12** teachers will:

- Use ***Tennessee Math Standards***
- Use ***Tennessee Instructional Focus documents***
- Use district-adopted math curriculum (***Big Ideas\****), high-quality instructional materials which are aligned to the depth of the standards and accessible to all teachers, students, and parents.
- Implement a systematic plan for spiral review
- Follow ***district curriculum maps\****
- Use ***district units\**** in Canvas
- Use ***district common unit assessments***
- Use ***district benchmark assessments***



*\*Resource available to teachers in Canvas.*



## MATH INTERVENTION AND REMEDIATION FRAMEWORK

### TWO COMPONENTS FOR DIAGNOSING STUDENTS' ACADEMIC NEEDS

**Diagnostic Assessment/  
Universal Screener**  
(measures foundational skills; skills-based)



#### Intervention Needs

Who needs intervention?

What skills should be the focus of intervention?

**Start-of-Year Benchmark/  
Interim Assessment**  
(measures content knowledge; standards-based)



#### Remediation Needs

What content should be prepared for just-in-time instruction?

Who has additional remediation needs?

*In cases where students have both intervention and remediation needs, intervention instruction should supersede remediation.*

## MATH RESPONSE TO INTERVENTION

- Classroom teachers will teach Tier II groups to the extent possible due to their expertise and knowledge of students.
- Interventionists will serve Tier III groups. These teachers and EAs will be trained in the programs to be used with our most high-need students.
- Classroom teachers will use various resources to address math skill gaps. The intervention will be tailored to meet the needs of each RTI group of students. If this intervention is not effective, more comprehensive, strategic interventions become an option.

## MATH RESPONSE TO REMEDIATION

- Classroom teachers will collaborate with the school math coach, school leaders, and/or math academic chair to identify student subgroups in need of intense remediation.
- Classroom teachers will use district resources and student diagnostic data to vertically and collaboratively plan for just-in-time Tier I instruction.

### SCIENCE INSTRUCTION

Every student deserves instruction using high-quality instructional materials and practices every day. To ensure this, BTCS will use the materials adopted by our district for science instruction.

All 3-5 teachers will:

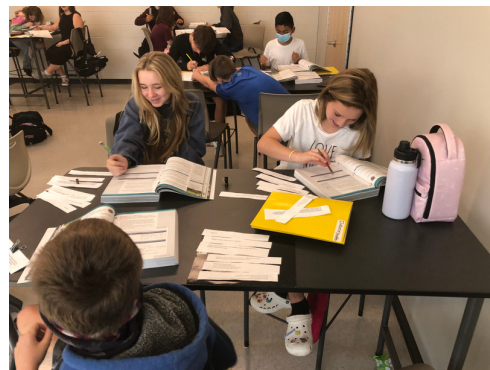
- **Use McGraw-Hill Inspire Science\***
- Collaborate with district team to prepare for instruction using HQIM
- Follow **curriculum maps\*** created collaboratively by instructional coaches and teachers
- Use **district units\*** in Canvas, created collaboratively by instructional coaches and teachers
- Use district **common unit assessments\*** created by instructional coaches and teachers
- Use district benchmark assessments created by Mastery Connect

All 6-8 teachers will:

- Incorporate **SAVVAS consumable textbook and online resources**
- Collaborate with district team to prepare for instruction using HQIM
- Follow **course curriculum maps\*** created by academic chair and teachers
- Use **course units\*** created collaboratively by academic chair and teachers
- Use **common unit assessments\*** created by academic chair and teachers
- Use district benchmark assessments created by Mastery Connect

All 9-12 teachers will do the following:

- Biology will use **SAVVAS - Miller & Levine**
- Incorporate CK12 text
- Collaborate with district team to prepare for instruction using HQIM
- Follow **course curriculum maps\*** created by academic chair and teachers
- Use **course units\*** created by academic chair and teachers
- Use **common unit assessments\*** created by academic chair and teachers
- EOC courses will use district benchmark assessments created by Mastery Connect



*\*Resource available to teachers in Canvas.*

*Revised State science standards will be implemented in 2025-2026.*

# SOCIAL STUDIES 3-12

## SOCIAL STUDIES FRAMEWORK

### SOCIAL STUDIES INSTRUCTION

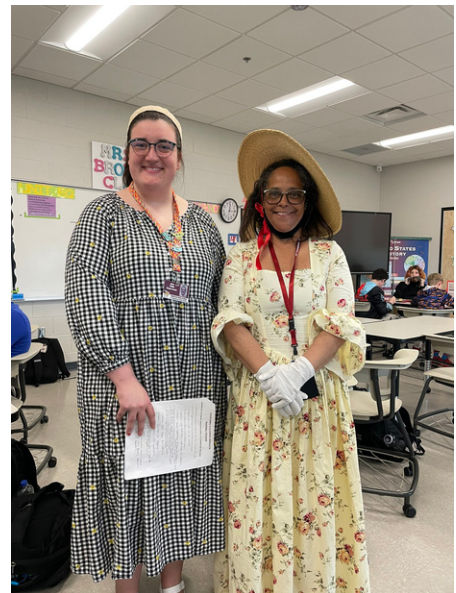
Every student deserves instruction using high-quality instructional materials and practices every day. To ensure this, BTCS only uses the materials adopted by our district for social studies instruction.

All 3-8 teachers will:

- Use ***Gallopade***\* instructional materials
- Collaborate with district team to prepare for instruction using HQIM
- Follow ***district curriculum maps***\* created by academic chair and teachers
- Use ***Checkpoint***\* common chapter assessments provided by Gallopade
- Use district benchmark assessments created by Mastery Connect

All 9-12 teachers will:

- Use available content-specific materials (eg., [AP Human Geography text](#) or [World History & Geography text](#))
- Collaborate with district team to prepare for instruction using HQIM
- Follow ***course curriculum maps***\* created by academic chair and teachers
- Use ***course units***\* created by academic chair and teachers
- Use ***common unit assessments***\* created by academic chair and teachers
- EOC courses will use district benchmark assessments created by Mastery Connect



*\*Resource available to teachers in Canvas.*

# EXTENDED LEARNING

## STUDENT OPPORTUNITIES

### EXTENDED LEARNING OPPORTUNITIES

All students should have access to grade-level instruction no matter where they are in their continuum of learning. For students who need additional support, various extended learning supports are available, which include the following:

- Additional time;
- Skill-specific support; and
- Links between grade levels to address learning gaps (offered during before- and after-school programs, flexible student days, intersessions during fall and spring breaks, and summer programming).

# ASSESSMENTS

## HOW DO WE MEASURE STUDENT PROGRESS?

### STUDENT ASSESSMENTS

#### DISTRICT BENCHMARKS

District benchmark assessments are given at the end of each nine weeks to students in grades 2-8. District benchmarks are designed to align with standards assessed on TCAP. Assessments are used to determine whether our HQIM are meeting the needs of all students and are used by teachers to determine re-teaching plans. The benchmark assessment is not used as a student grade. Students in grade 2 only take reading and math benchmarks. Students in grades 3-12 take benchmarks in all four subject areas.

#### UNIVERSAL SCREENERS

The Tennessee Universal Reading Screener AimsWeb (grades K-3), STAR Reading (grades 4-8), and STAR Early Literacy (Pre-K) are used as our reading universal screeners. These screeners comply with RTI2 and Say Dyslexia requirements. Our math universal screener is STAR Early Literacy (Pre-K and K) and STAR Math for 1-8. AIMSWeb is our progress monitoring tool for grades K-8. This state-approved tool is used to determine the effectiveness of instruction to monitor students' progress.

*\*Resource available to teachers in Canvas.*

# DIRECTORY

## BRISTOL TENNESSEE CITY SCHOOLS

615 Martin Luther King Jr. Boulevard  
Bristol, TN 37620

(423) 652-9451      [www.btcs.org](http://www.btcs.org)

### BOARD OF EDUCATION

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Jim Butcher, Vice-Chair  
Derek Linkous, Secretary  
Debbie Darnell  
Jennifer Henson

## DISTRICT ADMINISTRATORS

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Ms. Robin Blair  
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Ms. Jennifer Burleson  
Director, School Nutrition

Ms. Kelli Campbell  
Director, Accelerated Learning & Data Analysis

Dr. Kristie Coleman  
Supervisor, Student Services

Dr. Jared Day  
Director, Assessment & Federal Programs

Dr. Blair Henley  
Chief Information Officer

Ms. Rebecca House  
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Director, Athletics

Dr. Rachel Walk  
Supervisor, Elementary Curriculum & Instruction

Ms. Kay Ward  
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## BRISTOL TENNESSEE CITY SCHOOLS

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Bristol, TN 37620

(423) 652-9451      [www.btcs.org](http://www.btcs.org)

### OUR SCHOOLS

#### **Anderson Elementary School**

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#### **Fairmount Elementary School**

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