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**REDWOOD CITY**  
SCHOOL DISTRICT

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# District Cohesion for 2025- 2026

Educational Services

# GOALS:

- Increase achievement in Language Arts and Math for ELs by providing targeted supports, integrated language development, and evidence-based instructional practices.
- Increase reclassification for English Learners and reduce LTELs.

# Clear alignment across school sites

Clear expectations (CSTP 1)

Ensures everything a student receives is connected to course learning outcomes. (CSTP 3)

Standard based lessons (CSTP 4)

Assessing Students (CSTP 5)

[CSTPs](#)

# Academic Schedule K-5 Scheduling

Grade	Subject	Curriculum	Minutes	What does this block include
K-5	ELA/ SLA	Heggerty UFLI Benchmark Aprendo	90 + minute block	K-2 Whole group Foundational Skills (30 minute whole group lesson) Small group focused instruction Comprehension, Vocabulary, Fluency and Writing
K-5	Math	Imagine IM	90 minute block	Kinder centers are included so 60 minutes daily 1st-5th 60 minute whole group & 30 minute small group daily
K-5	ELD	Language Power	150 minutes weekly	Regrouped by level and Language Power Instruction 30 mins daily 5 times per week or longer blocks 4 times per week
K-5	Science/ Social Studies	FOSS/ McGraw Hill	30-45	Integrated Unit + FOSS 4th-5th Must do FOSS kits
K-5	<u>PE</u>	Standards	1-5 50 K 30	2x a week
3rd	****	****	****	Time for handwriting
Tk-8	SEL	Wayfinder or other	30 min	Once a week



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# Language Arts Block: [The 30/30/30+ Model](#) (K-5)

## K - 2:

 <b>EMPOWERED LEARNERS</b>	 <b>KNOWLEDGE CONSTRUCTORS</b>	 <b>EFFECTIVE COLLABORATORS</b>	 <b>CREATIVE COMMUNICATORS</b>
<b>30 Min</b> <b>Whole Class</b> <b>Foundational Skills</b>	<b>30 Min</b> <b>Flexible, Small Groups</b> <b>Targeted Skill Practice</b>	<b>30 Min +</b> <b>Whole Class</b> <b>Language and Comprehension</b>	

## 3- 5:

 <b>EMPOWERED LEARNERS</b>	 <b>KNOWLEDGE CONSTRUCTORS</b>	 <b>EFFECTIVE COLLABORATORS</b>	 <b>CREATIVE COMMUNICATORS</b>
<b>30ish Min</b> <b>Whole Class</b> As Your Data Indicates That Your Students No Longer Need Whole-Class Foundational Skills, Use This Time for Dedicated Writing	<b>30 Min</b> <b>Flexible, Small Groups</b> <b>Targeted Skill Practice</b>	<b>30 Min +</b> <b>Whole Class</b> <b>Language and Comprehension</b>	

**K-2:** Use your assessment results and the curricular scope and sequence to instruct the most appropriate foundational skills to the whole group.

**3-5:** As your assessment results indicate that your students no longer benefit from whole-group foundational skills, use that time to bring in whole-group writing instruction.

# Goals for English/ Spanish Language Arts K-5)

## Tier 1: High-Quality Core Instruction

- **Foundational Reading & Comprehension:**
  - Systematic phonics for K-2 and 3rd Bilingual . (Aprendo and Heggerty)
  - Vocabulary and morphology development (prefixes, suffixes, cognates).
    - Teach tiered vocabulary words explicitly ( Tier 2 and 3)
    - Use visuals, realia, academic discourse, and gestures to build word meaning for Els
  - Fluency practice: Repeated readings, Partner read, Choral reading, Readers theatre, etc.
  - Targeted reading comprehension strategies in grades K-5
  - Structured centers to support foundational skills K-2
  - Structured centers to support reading comprehension and writing K-5

# Goals for English/ Spanish Language Arts (K-5) continued

## Tier 1: High-Quality Core Instruction

- **Writing Integration: Goals: kinder one paragraph end of year, 5th grade multi-paragraph per genre**
- **Practice the three forms: Narrative, Opinion, and Informational**
  - Sentence frames, academic discourse, and structured writing.
    - Structured sentence starters and frames for ELs to build comprehension
    - Graphic organizers and word banks
    - Model and use exemplars
    - Rubrics and Student friendly checklists
  - Interactive Writing / Shared Writing
  - Collaborative and Independent Writing opportunities
  - Daily writing practice (short writes), summaries, retells, and responses to reading
- **Assessments**
  - Implement **data-driven instruction** to adjust reading groups and interventions.
  - Use **frequent formative assessments**
    - To guide target small groups in reading and writing

# 6-8 ELA & Content Area Literacy

## Tier 1: High-Quality Core Instruction

Language Arts / Content Area Literacy lessons are backwards-mapped and include:

- Content, Literacy, Language Objectives & Success Criteria
- Explicit Vocabulary and Word Work Development and Practice
- Reading Comprehension Skills
- Writing instruction (formal and informal) & practice across content specific writing types (Argumentative, Explanatory, and Narrative)

High Impact instructional strategies are selected to ensure successful access, representation, and production for all learners.

ELA	History-Social Science	Science
<p><b>Amplify ELA</b> <i>Supplemental:</i></p> <ul style="list-style-type: none"><li>● Engageny units</li><li>● ERWC Modules</li></ul>	<ul style="list-style-type: none"><li>● <b>TCI - History Alive!</b></li></ul> <p><i>Supplemental:</i> CA HSS Framework referenced resources</p>	<ul style="list-style-type: none"><li>● <b>Amplify Science</b></li></ul> <p><i>Supplemental:</i> CA NGSS referenced resources</p>



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# K-8 Math



## The Four Phases of a Lesson

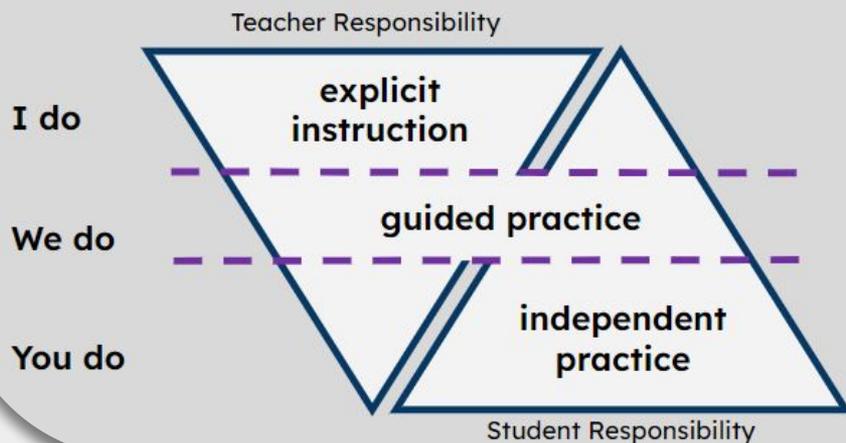


Grade Level	Lesson Timing	Centers/Small group	Assessments
Kindergarten	60 minute lesson	Embedded in daily lessons as an activity	<ul style="list-style-type: none"><li>● Lesson/Section monitoring checklists</li><li>● Unit Tests</li></ul>
First Grade	60 minute lesson	30 minutes daily	<ul style="list-style-type: none"><li>● cool-downs for some lessons</li><li>● Lesson/Section monitoring checklists</li><li>● Unit Tests</li></ul>
Second through Fifth Grades	60 minute lesson	30 minutes 2-5 times per week	<ul style="list-style-type: none"><li>● Lesson cool-downs</li><li>● Section checkpoints</li><li>● Unit Tests</li></ul>
Sixth through Eighth Grades	50-60 minute lesson	NA	<ul style="list-style-type: none"><li>● Check-Your-Readiness</li><li>● Lesson cool-downs</li><li>● Section checkpoints</li><li>● Unit Tests</li></ul>

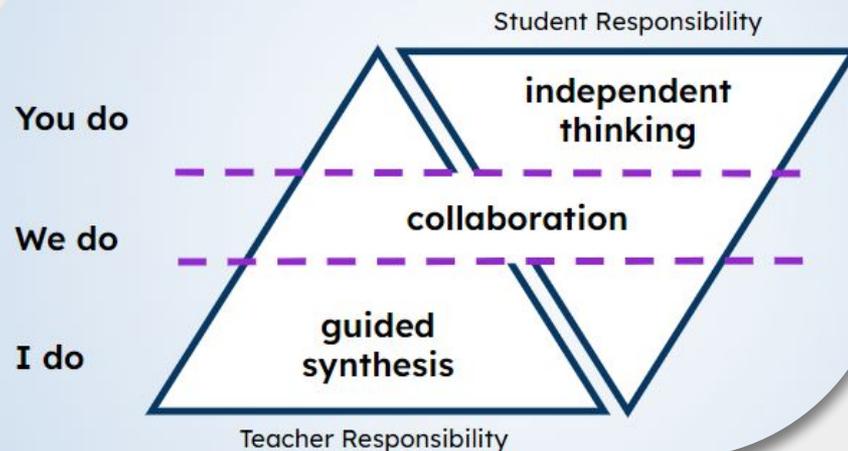
# Problem-based Learning



## Gradual Release



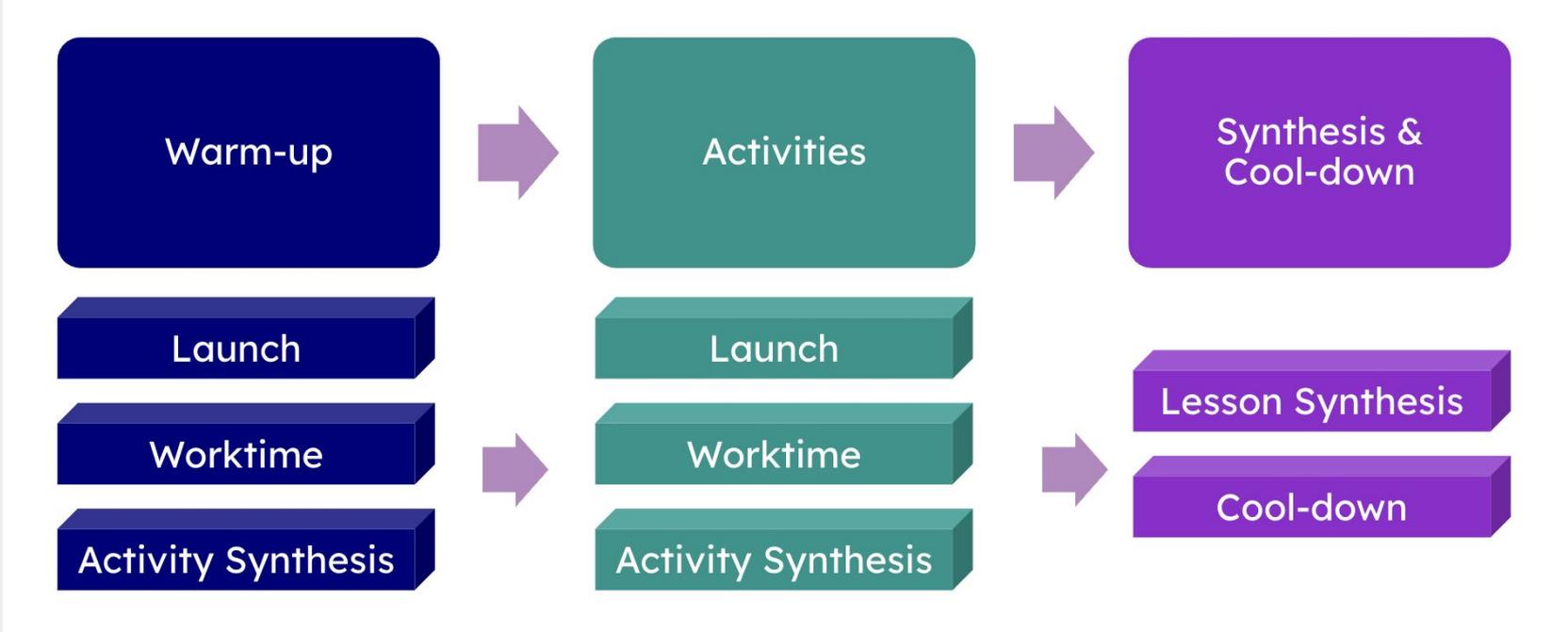
## Problem-Based



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# Lesson Structure



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# A typical lesson has four phases:



Phase	Description	Brief Overview of Lesson Components
Warm-up	<ul style="list-style-type: none"> <li>Helps students get ready for the day's lesson.</li> <li>Gives students an opportunity to strengthen their number sense or procedural fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce student learning targets/goals</li> <li>Three examples of <a href="#">instructional routines</a> frequently used in a Warm-up are:               <ul style="list-style-type: none"> <li>Math Talk, Notice and Wonder, Which Three Go Together?</li> </ul> </li> </ul>
Instructional Activities	<ul style="list-style-type: none"> <li>Sequence of 1–3 instructional activities</li> <li>Access in student notebook and online dashboard</li> <li>The purpose of each activity is described in its Activity Narrative. Read more about how activities serve these different purposes in the section on <a href="#">Principles of IM Curriculum Design</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Launch               <ul style="list-style-type: none"> <li>teacher ensures that students understand the context of the given problem (if there is a context) and what the problem is asking them to do.</li> </ul> </li> <li>Student Task Statement               <ul style="list-style-type: none"> <li>individually, with a partner, and/or in small groups.</li> </ul> </li> <li>Activity Synthesis:               <ul style="list-style-type: none"> <li>students to incorporate and make connections to what they have learned</li> </ul> </li> </ul>
Lesson Synthesis	<ul style="list-style-type: none"> <li>After the activities for the day are completed, students should take time to synthesize what they have learned.</li> </ul>	<ul style="list-style-type: none"> <li>Pose questions verbally and calling on volunteers to respond, ask students to respond to prompts in a written journal, ask students to add on to a graphic organizer or concept map, or add a new component to a persistent display such as a word wall.</li> </ul>
Cool-down	<ul style="list-style-type: none"> <li>A brief formative assessment to determine whether students understand the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Students are meant to work independently (paper or digital)</li> <li>Use students' responses to the Cool-down to make adjustments to further instruction.</li> <li>Review learning targets/goals - students self assess</li> </ul>

# For Grades K-1 Supplemental: More than just math!



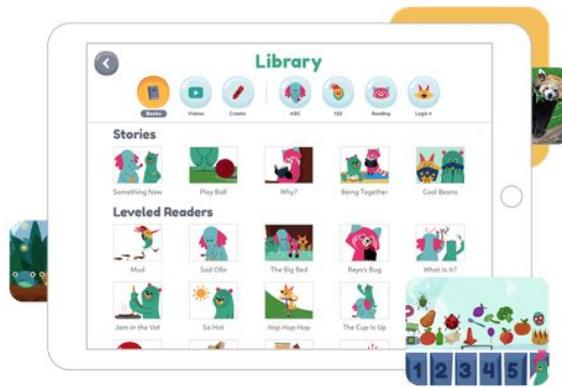
Khan Academy Kids

## Unique for every learner.



### Adaptive Learning Path

Our personalized learning path dynamically adapts, ensuring each child is presented with activities, books, educational videos, and creative lessons that allow them to learn at their own pace, creating an individualized experience for every learner.



### Independent Learning

Kids can also learn independently in the Khan Academy Kids Library—a curated collection of activities, books, videos, and coloring pages. Our book reader allows kids to follow along with recorded audio narration or read on their own across our fiction, non-fiction, and fiction leveled books.



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# 2nd-8th Math: Supplemental Programs



## Comparing Reflex and Frax

	Pre-Requisites	Implementation	Recommended Usage/Goal	Teacher Role
<b>Reflex</b>	<ul style="list-style-type: none"><li>• Conceptual understanding of the assignment's operations</li></ul>	<ul style="list-style-type: none"><li>• Anytime throughout the school year or over the summer</li><li>• Use until students are ready for Frax</li></ul>	<ul style="list-style-type: none"><li>• 3 Green Light days a week</li><li>• 15 – 20 minutes per session</li></ul>	<ul style="list-style-type: none"><li>• Monitor reports to support student usage.</li><li>• Encourage students to reach the green light.</li><li>• Celebrate student success and effort.</li></ul>
<b>Frax</b>	<ul style="list-style-type: none"><li>• Sector 1: No prior fraction instruction is needed.</li><li>• Sector 2: Sector 1 must be completed.</li></ul>	<ul style="list-style-type: none"><li>• Prior to fractions unit</li><li>• 2-3 months to complete Sector 1</li><li>• Use of Sector Review after completing the Sector</li></ul>	<ul style="list-style-type: none"><li>• 3 completed missions per week</li><li>• 20-30 minutes per mission</li></ul>	<ul style="list-style-type: none"><li>• Monitor reports to assist students in real-time.</li><li>• Use Teacher Guide: Captain's Checkpoints, Quick Checks.</li><li>• Reinforce strategies in instruction.</li><li>• Celebrate student success and effort.</li></ul>



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# 2nd-8th Math: Supplemental Programs



Reflex



Frax

## When to Use Reflex and Frax Cheat Sheet

### Grade 2

Build addition and subtraction fluency with Reflex



### Grade 3

Introduce Frax and continue Reflex



### Grade 4

Continue Frax and build multiplication and division fluency with Reflex



### Grade 5+

Solidify fractions knowledge and math fluency



Note for Middle School:

**Reflex:** most appropriate for middle school students who score SBAC level 1 and 2.



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# Social Studies and Science



**The Lawrence  
Hall of Science**  
UNIVERSITY OF CALIFORNIA, BERKELEY®

<u>1. Caring Communities &amp; Voting</u> August- September	<u>2. Traits &amp; Survival</u> October - November FOSS Plants & Animals	<u>3. Culture &amp; Geography</u> December - January	<u>4. Patterns In the Sky</u> February-Mid March FOSS Air & Weather	<u>5. Economy: Long Ago &amp; Today</u> Mid March - April	<u>6. Sound and Light</u> May - June FOSS Sound & Light
1. FOSS Living Systems <a href="#">FOSS/STEAM Spreadsheet</a> August-September	2. The US Constitution <a href="#">Eng</a> <a href="#">Bil</a> October - November	3. Exploring US History: First People & Slavery <a href="#">Eng</a> <a href="#">Bil</a> December - January	4. FOSS Earth and Sun February - Mid-March <a href="#">FOSS/STEAM Spreadsheet</a>	5. The American Revolution <a href="#">Eng</a> <a href="#">Bil</a> Mid March -April	6. FOSS Mixtures and Solutions May - June <a href="#">FOSS/STEAM Spreadsheet</a>

## Integrated Units

- Themes are grounded in Science and Social Studies standards.
- Units are designed to build oral language, vocabulary, and background knowledge through content and connect to Benchmark themes.
- Grades K-3 integrate FOSS hands on activities into the Science themes.
- Grades: 4-5 use the FOSS Science units in 25/26 school year
- Grades: 4-5 Social Studies Units



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## B. Tier 2: Targeted Intervention & Small Groups

- **ELA:**
  - Phonemic awareness and decoding interventions for struggling readers using Ufli, CRLP routines, Apendo.
  - Close reading with language scaffolds (annotating, questioning, summarizing).
  - Use reciprocal teaching and other collaborative reading practices
  - (predicting, questioning, clarifying, summarizing n small groups)
- **Math:**
  - Re-teaching key concepts with manipulatives and real-world problem solving.
  - Pre-teaching academic vocabulary for upcoming math units.

### Tier 3: Intensive Support

- Individualized academic intervention plans (aligned with MTSS).
- Additional tutoring in small groups for targeted skills.

# Grade Level Goal Collaboration:

CSTP 5D-3

- Align on learning targets and intentional text selection for upcoming units [K-2](#) [3-5](#), 6-8
- Identify key skills and concepts that all students should master
- Discuss differentiation strategies to support English learners and students with disabilities.

## Strengthen Tier 1 instruction

- Collaborate on high-impact instructional strategies
- Incorporate engagement strategies that promote student participation
- Plan common assessment and progress monitoring

Each grade level team will meet in PLCs for lesson planning, review formative assessments, student work and peer collaboration

# Designated-ELD (NON-NEGOTIABLE)

30-45 Minute block 4-5 times a week	K-5	6th-8th
Language Power and ELPAC Practice		
<b>All domains addressed each week: Speaking, Listening, Reading &amp; Writing</b>		
How English Works, Vocabulary Development & Academic Discourse		
Real Time Feedback on Targeted Learning Objective (whole, group, pair, individual)		
Language Objective for each lesson	Follow the Scope and Sequence	Differentiated Sentence frames & language prompts
Language Functions	Student talk	Language Strategies
Formative assessments	Integrate Technology across content areas	Visuals



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# English Language Development

Dedicated D-ELD Block (30-45 min daily) begins on first day of school.

- 4-5 times per week - permanently scheduled
- Regroup within a grade level if possible
- Structured language instruction aligned with ELD standards and **ELPAC** practice
- Leverage **Integrated ELD** strategies within core literacy instruction.
- Use of **Ellevation platform** and Language Power Unit assessments to monitor progress

## Curriculum: Language Power and ELPAC Practice

Kits are sorted by spans: K-2, 3rd- 5th, 6th-8th (Each Span has a A, B, C Kit for language proficiencies)

(K-5) Three Unit Assessments will be administered following a designated Scope & Sequence

## ELPAC Assessments change at each of the following grade levels:

Kinder, First, Second, Third-Fifth, Sixth-Eighth



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MTSS Tier 1  
Routine helps increase  
learning and access for  
all students

# 6th-8th Schedules (NON-NEGOTIABLE)

50-60 Minute Block	Grade Level Content Standards and District Adopted Materials		
ELA ( 1 Period daily)	MATH ( 1 Period daily)	History Social-Science and Science (1 Period daily)	English Language Development (D-ELD)

The 50-60 minute time frame is for Tier I core instruction.

- Tier II Intervention requires additional minutes/periods
- Tier III intervention requires additional periods



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# Physical Education (NON-NEGOTIABLE)

Grade	Minutes per week
TK	NO PE
K	NO REQUIRED MINUTES - max 30 minute sessions
1st-5th	200 minutes every two weeks ( 100 per week)
6th	200 minutes every two weeks ( 100 per week)
7th-8th	200 min per week/400 every two weeks

[Ed.Code 51223](#) requires all elementary students (1-6) to receive a minimum of 200 minutes every 10 days

## [Ed.Code 51222](#)

All students in 7-2 must receive a minimum of 400 minutes of PE every 10 days

Type	Cycle of Inquiry	Purpose
iReady ELA and Math	Goal Setting Conference PLC analysis	Identify Students who benefit from additional small group support
Math Unit Test	Grade Level PLC Analysis Goal Setting	Identify Students who benefit from additional small group support
Literably 1st-3rd	Each trimester (1st grade begins in 2nd trimester)	Oral Reading Fluency
BPST/IWT Aprendo a Leer	Foundational skills - Grade level analysis/ progress monitors Goal Setting	Identify Students who benefit from additional small group support
Language Power	Three predetermined unit assessments before ELPAC	To identify areas to target before the ELPAC
IAB's	Grade Level PLC Analysis	Identify Students who benefit from additional small group support or reteaching
SBAC/ ELPAC	School Analysis	D-ELD groups, Identify RFEP students, Advance Math
Multitudes K-2	1 time a year 1st/2nd Oct. K starts in Dec.	Platform for assessing foundational reading skills
Ellevation	2 times per year Nov. and March	Progress monitor for EL and RFEP

## District Assessments

\*\*\*i-Ready Lessons for ELA only

New Spanish Language Assessment for iReady.

New Math practice for all



### EMPOWERED LEARNERS

Empowered Learners understand different ways to gain knowledge and skills, and they take advantage of choices offered in order to actively manage their own learning. Empowered Learners see mistakes as opportunities to learn and grow, rather than as roadblocks. Empowered Learners set goals, reflect and use the tools available to them.



### KNOWLEDGE CONSTRUCTORS

Knowledge Constructors are curious and use their skills to question, evaluate and select information in the pursuit of answers. Knowledge Constructors build understanding by combining their research with what they already know and with the perspectives of others.



### EFFECTIVE COLLABORATORS

Effective Collaborators deepen their learning by working as part of a team and engaging with multiple viewpoints. Effective Collaborators are productive participants in group settings because they learn how to contribute in different roles, communicate clearly, offer their voices, and listen to the voices of others.



### CREATIVE COMMUNICATORS

Creative Communicators use a variety of tools and skills to share thoughts, ideas, and perspectives. Creative Communicators consider their audience and feel empowered to share their unique understanding and learning processes.

In order to achieve our Mission and Vision, **RCS**D adopted a **Learner Framework** that describes **our focus** on educating each student to become empowered learners, knowledge constructors, effective collaborators, and creative communicators. Empowered students take an active role in reflection and goal-setting as they make meaning of content and broaden their perspectives by collaborating with others. They engage in a variety of learning experiences, communicate clearly, and demonstrate their learning creatively for a variety of purposes.

The Learner Framework, **woven into the fabric of daily lessons**, equips RCSD students with tools and traits that foster lifelong success.

(\* Excerpted from the district website.)

The [Staff Development website](#) has planners that will help integrate the Learner Framework into lessons and units.



# Student Goals, Reflection, and Goal-Setting Conferences

CSTP 5

## General Principles

1. These are **student** goals. This means that each student has a different goal – it should not be the same goal for the whole class. (Teachers may decide to narrow it down to one subject area or topic for the whole class, or sites may select a focus area, but the specific goals should be individual to the student.)
2. Include reflection cycles and update the goals as students achieve them.
3. Students also work with the teacher to come up with an action plan for achieving the goal.

Goal-Setting  
Conferences in  
2025-26  
are held  
September  
15 - 19.



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# Student Self-Assessment & Goal Setting

TK-2	3-5	6-8
<ul style="list-style-type: none"> <li>• Fall Goal-Setting Conference for Each Child</li> <li>• <b>Ongoing opportunities for student reflection and self-assessment are routinely integrated to revisit and revise goals across each trimester</b></li> <li>• <b>Goals and reporting of progress is included in each trimester report card.</b></li> <li>• Spring conferences (when scheduled) should include an update on student progress towards goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Fall Goal-Setting Conference for Each Child</li> <li>• Ongoing opportunities for student reflection and self-assessment are routinely integrated to revisit and revise goals across each trimester</li> <li>• Goals and reporting of progress is included in each trimester report card.</li> <li>• Spring conferences (when scheduled) should include an update on student progress towards goals.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Fall Goal-Setting Conference for Each Child</b> <i>Preparation for the conference includes:</i> -Student reflection on SBAC/iReady scores with an emphasis on what they mean and the executive functioning skills involved -</li> <li>• <b>Ongoing opportunities for student reflection and self-assessment are routinely integrated to revisit and revise goals across each trimester</b></li> <li>• <b>Spring Conferences</b> (when scheduled) should include an update on student progress towards goals.</li> </ul>

For more information and resources, visit the Staff Development Website.

[Tk - 5 Page](#) & [6 - 8 Page](#)

# Social Emotional Learning

All teachers will teach 1 SEL per week- taught by teacher.

Wayfinder will be used at the following sites:

- Orion
- Taft
- Hoover
- Garfield
- North Star
- McKinley
- Kennedy

Other sites will continue with the use of SEL designated by sites. Only once a week.



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MTSS

# Powerschool Behavior



## MTSS SEL/ Behavior

- Aligned Powerschool entry ( Similar to Class Dojo)
- District wide referral form that ties into entries into powerschool
- PBIS framework implementation
- Reinforces positive behaviors for all students at a site.
- Dashboard is part of powerschool already.
  - Tracks behavior and identifies patterns or trends for a school site. The dashboard's widgets track data such as positive ratio, top positive and negative behaviors, referrals by location, and referrals by time period.
  - Embedded office referral
  - Students receive rewards on the tracker and can be used at student store, or for PBIS rewards

MIT, Hoover, Taft, Clifford trained in 24/25 new sites are being added

# Professional Development

- **Monthly PLC Meetings:** Focus on EL strategies in ELA & Math.
  - **Assessments:** Track progress in language and content areas.
  - **Use of Data:** Instruction will be informed by multiple sources, including Ellevation, SBAC Benchmarks, Language Power unit assessments, BPST or Aprendo, i-Ready twice a year in both Spanish and English.
  
- **Instructional Coaching & Observation Cycle:** ( Targeted Sites)
  - Coaching for Integrated ELD & best practices. (2-5)
  - Math discourse strategies training.
  - Grade level Collaboration, peer observations and ongoing planning for lesson design

# Accountability

- **SMART Goals** implementation in three cycles, with a focus on: ELA (Literacy) or Math
- **Walkthroughs & Observations:** Leadership observations with feedback cycles.
- **Student Goal Setting:** Individual learning plans for ELs.
- Data collection for all assessments

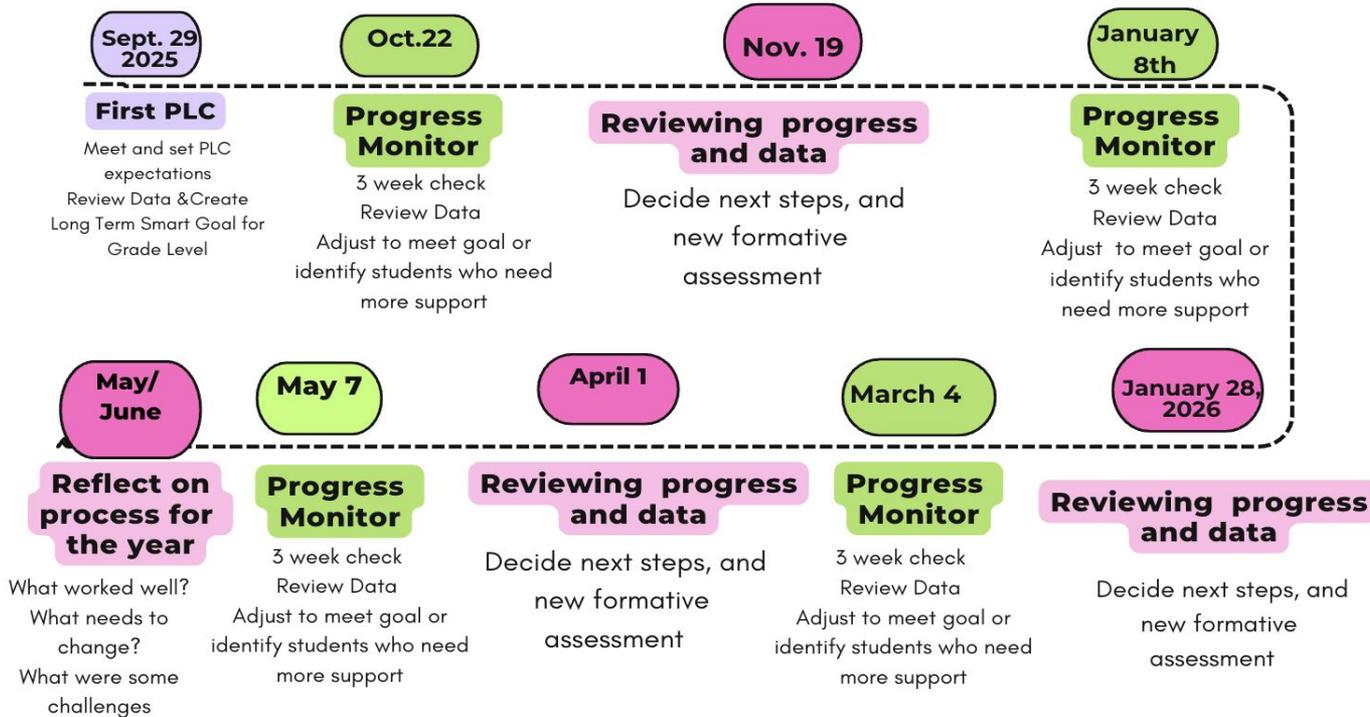
# RCSD Information



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# RCSD PLC Timeline 2025-2026



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# District Professional Development for Grades K-8

K-5	6-8
<p><b>K-2 training for Dyslexia Screener in August</b></p> <p><b>Reading Comprehension Focus for 25-26</b></p> <ul style="list-style-type: none"><li>• K-2 Training with Benchmark</li><li>• 3-5 CRLP Modules</li></ul> <p><b>Benchmark: Writing (K-2)</b></p> <p><b>Science/FOSS (3-5)</b></p> <p><b>Math Centers</b></p> <p><b>Bilingual Committee</b></p>	<p><b>ELA</b> Expository Reading &amp; Writing (ERWC) Middle School Certification Training &amp; Modules</p> <p><b>History-Social Science and SCIENCE</b> Disciplinary Literacy Instruction</p> <ul style="list-style-type: none"><li>• CRLP - Results: Reading Comprehension</li></ul> <p><b>Math</b> New curriculum adoption: Imagine IM</p> <ul style="list-style-type: none"><li>• Getting Started with Imagine IM : Grades 6-8</li><li>• Imagine IM Elevating Instruction Grades 6-8</li><li>• Imagine IM Strategic Lesson Planning Grades 6-8</li></ul>

# Professional Development for Administrators

**Educational Rounds** launched in 2024–25 and will continue through 2025–26.

- **Ongoing feedback** provided consistently to teachers.
- **Teacher goal-setting** established for the current year.

**Solution Tree training** to strengthen and deepen understanding of Professional Learning Communities (PLCs).

**English Learner Roadmap and EL Framework** sessions facilitated by Dr. Saguilan.



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