



BSD#7 LRSP Strategic Objective ACTION PLAN: 2010-11

1.05 C&I Aligned to Standards

Action Plan Projected Completion Date: continual process	Leader: Marilyn King Team Members: Sarah Hays, CLT members
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Strategic Objective (SO): 1.01 The Proficient Plus (P+) Concept will be outlined and communicated with the BPS Education Team and the community.

Evaluation Plan: (Describe steps you'll take to determine if you've reached your strategic objective.) Do we have a CLT process that the focus group feels is functioning? Are we in alignment with our curriculum improvement sequence?

Best Practice Investigation: (What information is uncovered looking at best practice in relation to your strategic objective?) Many schools/district across the US have well developed standards-based curriculum and assessment. There is considerable guidance from the OPI being developed by curriculum specialists. The CRT is a standards-based assessment that is useful in aligning Bozeman standards in reading, math and science.

Action Steps	Who?	Timeframe
What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who will be responsible for what actions?	What is a realistic timeframe for each action?
1. Examine structure and function of CLT process	1. Curriculum Director, CLT members	1. Within 12 mos. following initiation of the CLT
2. Create content area action plans after CLT process and Curriculum Improvement Sequence are re-evaluated.	2. CLT members	2. Within 12 mos. following initiation of the CLT
3. Read/discuss current, relevant research, including instructional practice, new strategies and longitudinal studies in the target content area.	3. CLT members	3. Within 12 mos. following initiation of the CLT
4. Read/discuss relevant aspects of Understanding by Design/Schooling by Design	4. CLT members	4-21. Within 18 mos. following initiation of each CLT
5. Review Montana Content and Process standards.	5. CLT members	
6. Design vision statement that aligns with the District's Big Audacious Goal and the Long Range Strategic Plan – the vision statement will undergo revision as CLT members, school staffs and Board of Trustees provide input	6. CLT members with input from school staffs	
7. Review content and process standards from other states known to have recently designed and implemented standards-based	7. CLT members with input from school staffs	

<p>curriculum in the content area – particular interest s/b paid to those districts/states who have utilized UbD or similarly formatted essential questions and understandings.</p> <ol style="list-style-type: none"> 8. Review national standards, if available, and compare to state content/process standards. 9. Discuss and reach consensus on content/process strands for use in clustering essential learning expectations, learning goals, and specific proficiencies. 10. Obtain feedback from school staffs and modify as necessary. 11. Discuss and reach consensus on essential questions that encompass multiple grades/courses and within each content/process strand. 12. Obtain feedback from school staffs and modify as necessary. 13. Discuss and reach consensus on essential understandings and skills for each grade level and course in the content area. 14. Obtain feedback from school staffs and modify as necessary. 15. Using the identified essential understandings and skills, each grade band writes Essential Learning Expectations, Learning Goals, Specific Proficiencies and examples. 16. Obtain feedback from school staffs and modify as necessary. 17. Align Essential Learning Expectations, Learning Goals, Specific Proficiencies and examples with Montana Content and Process standard benchmarks, performance standards and CRT items (when available). 18. Obtain feedback from school staffs and modify as necessary. <ol style="list-style-type: none"> 19. Ensure vertical alignment of Essential Learning Expectations, Learning Goals, Specific Proficiencies and examples. 20. Seek Board of Trustees approval of the standards-based Curriculum Standards. 21. Professional development to support teacher understanding of revised standards. 22. Review wide variety of instructional materials using the Instructional Materials Evaluation form. 23. Recommend purchase of instructional materials and seek Board approval. 24. Professional development to support implementation of Board approved instructional materials 	<ol style="list-style-type: none"> 8. CLT members, principals 9. CLT members 10. CLT members, principals 11. CLT members 12. CLT members, principals 13. CLT members with input from school staffs 14. CLT members, principals 15. CLT members 16. CLT members, principals 17. CLT members 18. CLT members, Asst. Superintendent, Board of Trustees 19. CLT members, contracted provider 20. CLT members, principals, grade level/course teachers 21. CLT members, Asst. Superintendent 22. CLT members, contracted provider 23. CLT members, contracted provider 24. All teachers, principals 	
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<p>25. Design standards-based assessment using the essential understandings and skills as the focal point and integrating multi-modal formative and summative assessment strategies (i.e. selected response, open/constructed response, 6+1 Trait based writing).</p> <p>26. Pilot standards-based assessments and modify as necessary to ensure content and process standards and assessments align closely.</p> <p>27. Develop Report Card standards</p>	<p>25. CLT members, contracted provider, Curriculum Director</p> <p>26. Curriculum office</p> <p>27. CIA</p>	<p>27. Based on CIA Action Plan (1.04)</p>
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In a year, we hope to see the following progress on this strategic objective: All curriculum work in line with the District's Curriculum Improvement Sequence.
 Report Card Standards in progress