



BSD#7 LRSP Strategic Objective ACTION PLAN: 1.03 CI Assess & Report Standards 2011-12

Strategic Objective (SO): 1.03 Assess and report proficiency in standards.
Topic of Strategic Objective (SO) e.g., Math, PEAKS, etc.: General C&I

Leader: Asst. Supt. Team Members: Curriculum Director, Expanded Instructional Cabinet, All Education Team Members	Action Plan Projected Completion Date: Click here to enter text.
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Evaluation Plan: Describe steps you will take to determine if you have reached this strategic objective. Determine readiness for Common Core implementation per timeline of the Office of Public Instruction.	Best Practice Investigation: What information is uncovered looking at best practice in relation to this strategic objective. Common Core State Standards Assessment Our balanced, standards-based district assessment system will focus on student centered, formative and summative assessments that will provide usable teaching tools for the purpose of increasing student achievement. Reporting Teachers will evaluate student results using fair grading practices. All pertinent achievement data will be made available to colleagues, parents, and students.
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Action Steps What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who Who will be responsible for what actions?	Timeframe What is a realistic timeframe for each action?
1. Review Common Core and District essential learning expectations, learning goals, and specific proficiencies. 2. Discuss with Expanded Instructional Cabinet the new role in communicating decisions concerning curriculum: -Focus on CCS and Standards-based teaching -How to assess standards in a meaningful and differentiated way 3. Discuss with Expanded Instructional Cabinet Standards and Assessment Process: -How to design a standards based assessments/ performance based assessments based from UBD EQs and EUs - ELEs -Creation of formative assessments to address standards along the way	1. Curriculum Director, Expanded Instructional Cabinet 2. Curriculum Director, Expanded Instructional Cabinet 3. Curriculum Director, Expanded Instructional Cabinet	1. Weekly; ongoing 2. August, 2011 3. Fall, 2011

<p>-Formative assessments and their purpose/ How they tie to standards-based education -Practice – what would summative assessment look like for the unit you developed last month? 4. Discuss with Expanded Instructional Cabinet (a) K-12: Creation of Rubrics to Address Assessments <input type="checkbox"/> Look at samples and discuss <input type="checkbox"/> Vote on rubrics <input type="checkbox"/> Determine guidelines for formative assessment requirements (b) 6-12: SS assessments <input type="checkbox"/> Evaluation of them <input type="checkbox"/> Suggestions for formative assessments to address other standards <input type="checkbox"/> Creation of formative assessment guidelines (c) K-5: SS assessments <input type="checkbox"/> Evaluation of them <input type="checkbox"/> Suggestions for formative assessments to address other standards <input type="checkbox"/> Creation of formative assessment guidelines</p>	<p>4. Curriculum Director</p>	<p>4. Fall, 2011</p>
<p>5. Discuss with Expanded Instructional Cabinet (a) K-12: Formative Assessments as an Instructional Strategy a. Formative Assessments and Grading Practices b. Formative Assessment as Quizzes/Tests c. Suggestions for Formative Assessment Work (b) 6-12: Formative Assessments and Math Instruction a. Revisit discussions from the 6-12 Meeting i. Homework, retakes, and extra credit b. Policy decisions? (c) K-5: Formative Assessment and EDM a. Problem solving and its parts as formative assessments</p>	<p>5. Curriculum Director</p>	<p>5. Fall, 2011-12</p>
<p>6. K-12: Common Core and Math/Language Arts a. Determine path for implementation after guidance from OPI 7. Study Common Core and determine plan for implementation 8. Continue development of District-wide awareness and implementation of standards (focused specifically on RtI and formative assessment). 9. Support Math Teachers in their discussions of fair grading practices (HW, extra credit, weighted categories, and at what point do we determine that a student doesn't move on).</p>	<p>6. Curriculum Director 7. Curriculum Director, Asst. Supt. 8. Expanded Instructional Cabinet 9. Curriculum Director</p>	<p>6. Winter, 2012 7. 2011-12 School Year 8. 2011-12 School Year 9. Fall, 2011</p>
<p>10. Plan for Standards-Based Report Cards by exploring the power of the Standards-Based system as part of PowerSchool (this may include setting a date for conversion to new system); investigate how Pearson Inform can support reporting to parents.</p>	<p>10. Tech Support Services; Asst. Supt., Curriculum Director</p>	<p>10. 2011-12 School Year</p>

11. Implement soft roll-out of Performance Management System (Pearson Inform) and hard roll-out of Pearson Prevent.	11. Tech Support Services; Asst. Supt., Curriculum Director	11. Fall/Winter, 2011-12
12. Participate on National Forum of Education Statistics.	12. Asst. Supt.	12. Summer and Winter, 2011-12 School Year
13. Review and revise district assessment policy to support assessment goals.	13. Asst. Supt., Expanded Instructional Cabinet	13. 2011-12 School Year

Progress expected by the end of the year:
30% of staff using Pearson Inform.
100% of teachers accessing job-embedded professional development on RtI and formative assessment.
Progress based on the Office of Public Instruction's directives related to Common Core.