



LRSP Status Report – June 2011

1.04 C&I Standards Based CIA SR 2011

Strategic Objective (SO):

1.04 Implement the Action Plan for Standards-Based Curriculum, Instruction, and Assessment based on the timelines set in that Action Plan.

Department/School: Curriculum & Instruction

Leader: Marilyn King, Assistant Superintendent

Team Members:

CIA Core Committee (K-12IC); CIA Expanded Committee (Core Committee/Building Principals and 2 teachers from small elementary schools and 3 teachers from large elementary schools and middle schools, and up to 5 teachers from high school, so that all CLTs are represented); Instructional Coaching Staff

In a year, we hope to see the following progress on this strategic objective:

A pilot K-5 Report Card ready to be implemented during 2011-12 school year.
A district-wide understanding of standards and fair grading practices.

PROGRESS SUMMARY

In September and October, 2010, information from Standards-Based Report Card Conference was shared with Instructional Cabinet the Curriculum, Instruction and Assessment Committee (CIA). The Instructional Cabinet, serving as the core CIA committee, determined the work plan of CIA for the 2010-11 school year and beyond by reviewing work already accomplished and looking ahead.

District-wide awareness of standards and the work of the CIA was further developed by having district-wide PLC discussions of a standards article and Seven Practices for Effective Learning. Both articles were first discussed with principals in Instructional Cabinet and a PLC protocol was suggested for each.

A performance management system (Pearson Inform) was purchased and a soft-rollout was planned for the 2011-12 school year. Pearson Inform may ultimately take the place of a formal report card because of the parent portal available. Because the District will be exploring the full capabilities of Pearson Inform over the next year, and in light of the approval by the State of Montana of the Common Core, it was decided that discussions about items for a K-5 report card would be placed on hold and focus would be placed on discussions related to instructional practice.

Pacing guides in social studies and mathematics based on standards continued to be refined. Standards-based assessments in science and social studies were also refined.

Instructional coaches continued to work with principals as instructional leaders of staff professional development of standards based teaching.