



## **LRSP Status Report – June 2011**

### **1.04 HYL T 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:** Hyalite Elementary School

**Leader:** CIA Committee Members: Deb Persons, Brian Brown, Robbye Hamburg, Patti Harrison

**Team Members:**

All Staff

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

We hope to have Standards Based teaching a a common practice with all staff having a good understanding of best practices in Curriculum, Instruction and Assessment.

#### **PROGRESS SUMMARY**

##### **Curriculum**

At Hyalite Elementary School, we have made great strides in having standards based teaching be a part of planning by the majority of classroom teachers. Teachers post and discuss the standards (in student language) before teaching. In staff meetings, teachers share information on the research showing the percentage of learning that is boosted when students know their goals and then share specific examples from their own teaching. One of our reading intervention teachers implements this intermittantly throughout her lessons and sees data to prove that this works best with struggling students. Having a fully standards based report card will bring parents more into this discussion, although our staff accomplishes this through parent conferences.

Staff would like time in staff meetings to discuss and plan collaboratively with standards. Our PLC on Marzano's The Art and Science of Teaching needs to continue into next year.

##### **Instruction:**

Fidelity to the curriculum is a topic in our Response to Intervention meetings so that we are constantly assessing whether or not the student was taught the curriculum correctly and was present for enough sessions for our analysis of the assessments to be valid. We must do this in order to truly assess the result of our instruction.

Through our coach and professional development, our staff has a wide range of instructional practices to enable moving all students ahead in their learning whether they be struggling

students or gifted students. We were able to utilize some Title monies to provide times for intervention, special ed and classroom teachers to collaborate around instruction for all.

Next year, we propose to do Math and Reading nights in September or October in order to share expectations with parents earlier. We also think this would be a good venue in which to share just what Response to Intervention, Walk to Read and Walk to Math mean. This happens in PAC meetings but that covers a very small percentage of parents. Staff would like to have a visual (graph or aimline) to share with parents for growth expected for the year.

#### Assessment

We are doing a great job of collectively utilizing data to drive instruction and improve learning. We utilize the University of Oregon data sites for DIBELS and Easy CBM but want to become more sophisticated at this and would like more time to do so which our additional early release time may provide. We need better tools to assess comprehension. Easy CBM is more useful for 3rd grade and up as it is very difficult and lengthy. A quicker screening tool would be very helpful for use in intervention. However, we have researched the use of quicker tools and their efficacy has been questioned by several researchers noting that endurance in reading is important.

We have a strong RtI culture at Hyalite Elementary School which has led to all students belonging to all staff.