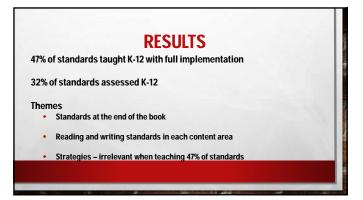


CULTURE Strengthening our program - using the data to further narrow our focus Identifying our gaps and then working to close Alignment – vertically and horizontally Support

MORALE Depersonalized Builds trust, cohesion Strengthening our instructional leadership





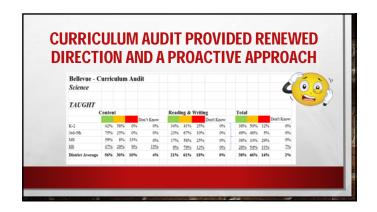
REACTIVE APPROACH Great at using intervention tools and practice tools to improve our scores. We knew exactly what sub groups to focus on and how to group the sub groups. Experts on Measure Up and Success websites that provided data on the data. WE WERE EXPERTS AT REACTING TO SCORES

PRACTICE TESTS FROM THE LAST 10 YEARS WERE GREAT RESOURCES AND WE USED THEM ALL WE KNEW WHAT QUESTIONS AND STANDARDS WE PERFORMED POORLY IN AND WE TAUGHT THEM MORE AND HARDER. WE CHANGED OUR SCHEDULE AND ADDED INTERVENTION CLASSES ON A YEARLY BASIS TO MAKE THE GRAPH SHIFT IN OUR FAVOR.





CURRICULUM AUDIT PROVIDED RENEWED DIRECTION AND A PROACTIVE APPROACH Staff members honest reflection on what standards were taught and assessed opened our eyes. We were not providing students with the knowledge they needed to be successful. We were experts at some things, but not the most important thing - IMPROVING INSTRUCTION. Found out that we have to teach reading and writing in science, math, social studies, etc...



PROACTIVE APPROACH

- Staff are working with their colleagues to unpack the standards.
- Teacher Based Teams are sharing assessments and checking to see if they are aligned to the standard.
- Teacher Based Teams are discussing "Literacy Across the Curriculum".
- Teacher Based Teams are talking about their standards and improving instruction.

PROACTIVE APPROACH Teacher Based Teams are trying to anticipate barriers to learning BEFORE we teach the lesson. Teachers are analyzing their data and creating Priority Standards. FOCUSED APPROACH TO USING DATA TO IMPROVE TEACHING. We Talk about "citing specific textual evidence to support analysis of science and technical texts"...IN SCIENCE CLASS! NEW FOCUS OF IMPROVING INSTRUCTION AND REDUCING THE AMOUNT OF STUDENTS THAT NEED INTERVENTIONS

HOW OUR CURRICULUM AUDIT DEFINED OUR PATH

- CURRICULUM AUDIT: SEPTEMBER OCTOBER 2015
- ADMINISTRATIVE PD DECEMBER 2015
- UNWRAPPING THE STANDARDS FEBRUARY MARCH 2016
- "TEACHING AS A TEAM SPORT" DISTRICT PD AUGUST 2016

POST CURRICULUM AUDIT STEP ONE - ADMINISTRATIVE PD DECEMBER 2015 ASSESSMENT LITERACY - DR. MIKE WHITE INSTRUCTIONAL LITERACY - DR. DAVID SILVERBERG STRUCTURE AND EXPECTATIONS FOR ASSESSMENTS FOCUS ON ALIGNMENT OF STANDARDS, INSTRUCTION, AND ASSESSMENT CULTURE OF CONTINUOUS LEARNING FOR ADULTS FOCUSED PROCESS FOR TBT, BLT, AND DLT

POST CURRICULUM AUDIT STEP TWO - UNWRAPPING THE STANDARDS PD FEBRUARY - MARCH 2015 UNDERSTAND THE COMPLEXITY: BACKMAPPING AND RIGOR INTERPRET STANDARDS RATHER THAN JUST IDENTIFY FOCUS ON STANDARD FIRST, RESOURCE SECOND (SHIFT IN THINKING) UNDERSTAND THIS IS NOT A NEW INITIATIVE; IT'S WHAT WE DO.

4-STEP PROCESS FOR UNWRAPPING & CREATING LEARNING TARGETS
CREATING AND USING LEARNING TARGETS & PERFORMANCE SCALES
(MOORE, GARST, MARZANO 2015)

1 – CIRCLE THE VERBS AND UNDERLINE THE NOUNS/PHRASES IN THE STANDARD
2 – CHUNK THE STANDARD
3 – CLARIFY THE FOUNDATIONAL TARGETS
4 – CREATE A COGNITIVELY COMPLEX TARGET

Given Standard (RI.3.1): Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. COGNITIVELY COMPLEX LEARNING TARGET (Create – Step 4) Students will be able to: •Take the role of a journalist and compose an article that reveals the answers to the questions you asked the author of the text. COGNITIVE LEVEL TARGETS (Circle and Chunk - Steps 1 and 2) Ask questions to demonstrate understanding of a text. **Unwrapped** · Refer explicitly (specifically) to the text in your answer FOUNDATIONAL LEVEL TARGETS (Clarify – Step 3) **Standard** Students will recognize or recall specific vocabulary, including: explicitly, textual evidence, reference, cite, specific **Example** Students will perform basic processes, including: describe what a question is asking restate a question in your own words

EXPECTATIONS FOR TEACHERS

- COMPLETE THE UNWRAPPING OF ONE STANDARD FOR AN UPCOMING LESSON/UNIT
- SUBMIT ONE UNWRAPPED STANDARD PER QUARTER TO BLT FOR REVIEW IN TBT

Post Curriculum Audit Step Three - "Teaching as a Team Sport" PD August 2016 Tap Dancing to Work How a Small Group of Teachers can Conquer the Common Core The Balanced Assessment Model: Big Data and Little Data A Cure for Data Dizziness "Design" Teams

OVERVIEW OF DR. WHITE'S PD - AUGUST 2016 PROCESS Determine the Bad News/Priority Standards and Revise Curriculum Calendars Develop Common Pre-assessment and Scoring Guide/Rubric → Administer and Score Pre-assessments; Record Data Analyze Pre-assessment Data and Design your Lesson → Teach, Teach → Administer and Score Post-assessments; Record Data Analyze Post-assessment Data and Reflect Expectations: Complete the Process in Design Teams once per quarter. Submit Data to BLT.

Data Manager:		Grade/Subject:	Standard/Strand:	Standard/Strand:	
Date of Pre-assessment:		Date of Post-assessment: # of Days fo		Lesson:	
		Assessment Data	Chart		
	# of Students Who Took Assessment	# of Students Requiring Intensive Intervention (0-1)	# of Students Close to Proficiency (2-3)	# of Students Proficien or Higher (4-5)	
Teacher 1					
Pre-assessment					
Post-assessment					
Teacher 2					
Pre-assessment					
Post-assessment					

