

- ___ Trimester 1 (Sept.-Nov)
- ___ Trimester 2 (Dec-Mar)
- ___ Trimester 3 (April-June)

Accountability: Activities and Responsibilities

Assessment and Grading	Data Collection and Analysis	Curriculum Standards	Effective Instruction
District – Tri 1 (Sept. – Nov.) <ul style="list-style-type: none"> • Clarify common expectations for all teachers’ practice. (e.g, Clear learning targets) • Identify common grading practices used at each level. • Continue study of formative assessment practices with emphasis on feedback. 	District – Tri 1 (Sept. – Nov.) <ul style="list-style-type: none"> • Clarify what common data is collected, how and where data is stored, and how it is accessible. • Schedule updated IRIS training sessions for teachers, administrators who use or will use it. • Identify support needed for teachers’ collection of student growth data; provide support. 	District – Tri 1 (Sept. – Nov.) <ul style="list-style-type: none"> • Review relationship between GLCE/HSCE standards and Common Core State Standards (expectation for integration/adoption in 2012/13) • Develop understanding of Skills4Success expectations. • Begin district audit of math curriculum. 	District – Tri 1 (Sept. – Nov.) <ul style="list-style-type: none"> • Clarify expectations for common effective instructional practices. • Utilize learning teams to share effective practices, including examples of assessment and growth data.
District – Tri 2 (Dec – Mar.) <ul style="list-style-type: none"> • Continue study of formative assessment practices (feedback) through learning teams, professional development sessions, and digital resources. • Determine connections between formative assessment and grading practices. (e.g, Ken O’Connor work) • Map plan for adoption of common grading practices, including information to parents and student. 	District – Tri 2 (Dec – Mar.) <ul style="list-style-type: none"> • Review 1st Tri data. Develop key data questions to analyze data. • Identify local data available from PowerSchool • Determine what other data is needed. • Review teachers’ collection of student growth data. • Continue to provide training and support. 	District – Tri 2 (Dec – Mar.) <ul style="list-style-type: none"> • Determine what changes will be required to integrate CCSS. • Provide opportunities for training and information sharing to increase familiarity with and understanding of CCSS. • Collect examples of Skills4Success implementation in classrooms. • Continue math audit. 	District – Tri 2 (Dec – Mar.) <ul style="list-style-type: none"> • Monitor/verify use of effective practices through classroom visits, learning team sharing and teacher evaluation process. • Share information on effective practices through learning teams, grade level, department and building meetings.
District – Tri 3 (April – June) <ul style="list-style-type: none"> • Continue study of formative assessment practices (feedback) through learning teams, professional development sessions, and digital resources. • Determine level of implementation of formative assessment practices and next steps for study/practice. • Complete plan for common grading plan for 2012/13, including information sharing with parents and students. 	District – Tri 3 (April – June) <ul style="list-style-type: none"> • Review 2nd Tri and end of year data and trends. • Review and analyze student growth data collected by teachers. What level of growth was documented? Determine adjustments and resources needed for 2012/13. • Continue to provide training and support. • Complete data profile for 2011/12 school year and goals for 2012/13. 	District – Tri 3 (April – June) <ul style="list-style-type: none"> • Finalize timeline and expectations for CCSS integration. • Determine training and resources needed for CCSS integration. • Complete math audit with findings/recommendations. 	District – Tri 3 (April – June) <ul style="list-style-type: none"> • Monitor/verify use of effective practices through classroom visits, learning team sharing and teacher evaluation process. • Share information on effective practices through learning teams, grade level, department and building meetings. • Review and revise, as needed, expectations for common instructional practices. Determine training needed. Review/revise monitoring plan.

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<p>District – Tri 3 (April – June)</p> <ul style="list-style-type: none"> • Continue study of formative assessment practices (feedback) through learning teams, professional development sessions, and digital resources. • Determine level of implementation of formative assessment practices and next steps for study/practice. • Complete plan for common grading plan for 2012/13, including information sharing with parents and students. <p>Building/Grade Level</p> <p>Learning targets in place for spelling, writing, math and reading strategies. Science and Social Studies learning targets are taken right off the lessons.</p>	<p>District – Tri 3 (April – June)</p> <ul style="list-style-type: none"> • Review 2nd Tri and end of year data and trends. • Review and analyze student growth data collected by teachers. What level of growth was documented? Determine adjustments and resources needed for 2012/13. • Continue to provide training and support. • Complete data profile for 2011/12 school year and goals for 2012/13. <p>Building/Grade Level</p> <p>We schedule and administer all assessments (Dibels, SRI, Delta Math, etc.) and report scores to administration.</p>	<p>District – Tri 3 (April – June)</p> <ul style="list-style-type: none"> • Finalize timeline and expectations for CCSS integration. • Determine training and resources needed for CCSS integration. • Complete math audit with findings/recommendations. <p>Building/Grade Level</p> <p>We continue to review the common core changes, keeping up to date on what's moving in and out of our grade level.</p>	<p>District – Tri 3 (April – June)</p> <ul style="list-style-type: none"> • Monitor/verify use of effective practices through classroom visits, learning team sharing and teacher evaluation process. • Share information on effective practices through learning teams, grade level, department and building meetings. • Review and revise, as needed, expectations for common instructional practices. Determine training needed. Review/revise monitoring plan. <p>Building/Grade Level</p> <p>Effective instructional practices that we use are some of the formative assessment training information, 6 + 1</p>
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