

Union 98 Educational Framework Priorities, 2008-2009

Priority 1.

Use data to plan for *Differentiated Instruction* so that all students achieve.

Priority 2.

Ensure curriculum accountability in the classrooms.

Priority 3.

Cultivate authentic learning experiences.

Priority 4.

Strengthen our community of learners and leaders.

Priority 1: Use Data Effectively to Help ALL Students Achieve

Teachers must use a wide range of qualitative and quantitative student data to plan for individual student needs. We are concerned about the growth and development of all students, but are particularly concerned when students do not make growth and/or meet their achievement goals. To address this concern we will develop a personal academic learning plan for all students who are not meeting standards. Student plans will include prescribed strategies for remediation and a timeline for monitoring so that students get on target as soon as possible. Student progress will be reviewed until sufficient evidence exists to put them on track for their grade level.

Responding to student data that is timely and reliable is at the heart of our school mission. It is our job as teachers to know what students know and do not know—and to respond thoughtfully and effectively so that they can reach their potential as learners and productive citizens. It is essential that our data system provide our teachers and principals with accurate results that will help us meet student needs. Data about student learning that is skewed, distorted or missing is not useful to our mission of educating students. We must hold ourselves accountable for data systems that reflect true achievement and mastery of skills.

PRIORITY 1 GOALS

- Refine a menu of interventions and develop quick formative assessments to determine effectiveness of interventions and monitor progress (RTI menu of interventions).
- Develop and use Student Success Plans to implement interventions and monitor progress of students who are not meeting standards.
- Implement and use *Pearson Inform as a tool to inform instruction and programming.*
- *Gail, Matt, Mike and Joanne to develop an implementation and training plan for all schools.*
- The data is used to help students achieve.
- *Ensure integrity of student data.*
- *Score the assessments in a valid and reliable way.*
- *Focus on Differentiated Instruction as a means to meet the needs of all students.*
- Principals will lead staff in discussions around the administrative team's common belief around the problem of using zeros when evaluating students' concept and skill mastery. The use of zeros when calculating grades skews the end grade. The goal of this discussion is to help staff understand the perspective the different perspective articulated in Rick Wormeli's book, *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom (2006)*. In addition, the administrative team will work together to redesign our grading system so that student reports are clear and fair.

Priority 2: Ensure Curriculum Accountability in the Classrooms

We now have very comprehensive curriculum objectives for each grade level and course. Core content areas have been aligned to the 2007 state standards. It is essential that teachers are following the curriculum—as many objectives are specific to just one grade level. The most important job of the principal is to make sure that the curriculum is being followed and that students are learning the skills described in it. We must develop a continuum for collecting information from each teacher that provides information about what has been taught from the curriculum and what students have learned in a timely manner so action can be taken that school year.

PRIORITY 2 GOALS

- Other content areas will be aligned during the 2008-09 school year.
- Principals continue to use curriculum documents to monitor implementation.
- Maintain a plan for classroom check-ins.
- Principals will initiate conversations with teachers to assess the status of curriculum implementation in their classroom: *What have your students learned and how do you know? (This could be a lottery, checklist, etc.)*
- Teachers provide a copy of weekly lesson plans to their principals in order to keep principals abreast of progress toward implementation of the curriculum.
- *Grade Level Teams will meet regularly after school* to build common curricular units that connect to Essential Questions and Enduring Understandings (this will help us to determine feasibility of full curriculum implementation at each grade level).
- Redesign “common study” to facilitate teacher leadership and refine purpose.
- Principals will participate in grade level teams.
- A Team will work toward a common understanding of mastery to improve consistency in reporting student progress toward grade level standards.

Reps for Grade Level Teams

K- Mike MZ, JH

1-Scott McFarland, JH

2-Barb Neilly, JH

3-Dianne Waters, JH

4-Mike MZ, JH

5-Dianne Waters, JH

MS Science-Scott, JH

MS Math-Dianne H, JH

MS ELA- Dianne H, JH

MS SS-Barb N, JH