

# Embracing a Student-Centered Standards-Based Culture

The Five Year Plan

# Stage One

## January 2011 – June 2012

### **Deliverables:**

- Electronic standards
- Quarterly (BES/PES), Trimesters (BMS), Semesters (BHS)

### **Tools Needed:**

- Curriculum software
- Evaluation tool for finalizing curriculum
- Teacher commitment to agree to guaranteed and viable standards at her/his grade level, the grade level below, and the grade level above
- Teacher common assessment commitment agreement

# Standards-based Curriculum Development and Implementation

## **Stage One**

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- Quarterly (BES/PES), Trimesters (BMS), Semesters (BHS)

### **Tools Needed:**

- Curriculum software
- Evaluation tool for finalizing curriculum
- Teacher commitment to use at least one literacy instructional strategy
- Teacher commitment to agree to guaranteed and viable standards at her/his grade level, the grade level below, and the grade level above
- Teacher common assessment commitment agreement

**1. Establish guaranteed and viable standards PreK-12 in all content areas that include literacy skills (recorded and shared electronically)**

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### **Tools Needed:**

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- Evaluation tool for finalizing curriculum
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- Teacher common assessment commitment agreement

## **2. Build and document an aligned, relevant, real-world standards-based curriculum**

**Horizontal, then vertical articulation**

**Core is electronically mapped, shared, and agreed upon**

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- Teacher common assessment commitment agreement

**3. Assess progress annually and make adjustments as needed**

## **Stage One**

**January 2011 – June 2012**

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- Electronic standards
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### **Tools Needed:**

- Curriculum software
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- Teacher common assessment commitment agreement

## **4. Inform students, parents, and community of progress**

## **Stage Two**

**June 2012 – June 2014**

### **Deliverables:**

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

### **Tools Needed:**

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

# Using Curriculum and Assessment

## **Stage Two**

**June 2012 – June 2014**

### **Deliverables:**

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

### **Tools Needed:**

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

1. Develop rationale/expectations for and utilization of common summative assessments as a tool for student growth



## Stage Two

June 2012 – June 2014

### Deliverables:

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

### Tools Needed:

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

2. Develop rationale/expectations for and utilization of common formative assessments as a tool for student growth

## **Stage Two**

**June 2012 – June 2014**

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- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

### **Tools Needed:**

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

3. Map units of instruction /diary maps that include:

- Exemplified student work
- Resources
- Content vocabulary

## **Stage Two**

**June 2012 – June 2014**

### **Deliverables:**

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

### **Tools Needed:**

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

4. Reflect on data and implement re-teaching component in all classes

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- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

### **Tools Needed:**

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

# 5. Implement effective RTI K-12

## **Stage Two**

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- Common formative assessments for all levels
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- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

### **Tools Needed:**

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

**6. Assess progress annually and make adjustments as needed**

## **Stage Two**

**June 2012 – June 2014**

### **Deliverables:**

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

### **Tools Needed:**

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

# 7. Inform students, parents, and community of progress

## **Stage Three**

**July 2014-January 2015**

### **Deliverables**

- RTI policy and practice
- Grading policy (GPA, connection to extra-curricular participation)
- Grade-span student record-keeping documents
- PreK-12 standards-based reporting tool

### **Tools Needed**

- SIS-generated reporting software

**Creating a sustainable,  
student-centered, data-  
informed culture**

## **Stage Three**

**July 2014-January 2015**

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### **Tools Needed**

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# 1. Establish a non-negotiable standards-based grading policy and practice

Homework, class work,  
non-use of 0, grades,  
participation, citizenship,  
Habits of Mind



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- Grade-span student record-keeping documents
- PreK-12 standards-based reporting tool

### **Tools Needed**

- SIS-generated reporting software

2. Involve students in goal-setting, record-keeping, conferencing

## **Stage Three**

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- Grading policy (GPA, connection to extra-curricular participation)
- Grade-span student record-keeping documents
- PreK-12 standards-based reporting tool

### **Tools Needed**

- SIS-generated reporting software

## **3. Implement standards-based reporting process and tool PreK-12**

## **Stage Three**

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- Grading policy (GPA, connection to extra-curricular participation)
- Grade-span student record-keeping documents
- PreK-12 standards-based reporting tool

### **Tools Needed**

- SIS-generated reporting software

**4. Assess progress annually and make adjustments as needed**

## **Stage Three**

**July 2014-January 2015**

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- RTI policy and practice
- Grading policy (GPA, connection to extra-curricular participation)
- Grade-span student record-keeping documents
- PreK-12 standards-based reporting tool

### **Tools Needed**

- SIS-generated reporting software

**5. Inform students, parents, community of progress**

## Recursive Stage

### Deliverables

- Living, breathing, aligned, relevant, real-world standards-based curriculum
- Student-centered learning and teaching
- Data-informed culture of high expectations

# Curriculum Review