

## Hair on Fire 3 Year Plan – ELA and Math

### Year One: Standards as Data / What do we want students to know and be able to do?

#### Goals/Outcomes/Links to Professional Learning:

1. Deconstruct CCSS by clarifying content, skills, key vocabulary, and 'I Can' Statements to be used as the basis of future assessment design and instructional planning.
2. Determine the Webb Depth of Knowledge (DOK) for all standards and associated 'I Can' Statements.
3. Build district-wide CCSS curriculum documents articulating a guaranteed and viable approach
4. Align curriculum documents vertically and horizontally to ensure DOK, content, and skills represent the rigor and relevance needed to ensure student success.
5. Create sequenced units of study by content area and grade level.
6. Electronically collect examples of student work at the proficiency level to be used with all stake holders as evidence of standards acquisition.

### Year Two: Assessment as Data / How will we know if students know it?

#### Goals/Outcomes/Links to Professional Learning:

1. Develop an understanding and direct application of balanced assessment literacy including strategies for using formative and summative assessments as evidence of student progress toward standards.
2. Revisit CCSS for Webb DOK as it applies to summative and formative assessment.
3. Explore 'I Can' Learning Target and Assessment Method alignment.
4. Investigate item design attributes as they relate to designing targeted assessments for both accountability and differentiation of instruction purposes.
5. Build common, summative, end of unit assessments and scoring rubrics for local accountability.
6. Electronically collect examples of student work at the proficiency levels to be used with all stake holders as evidence of standards acquisition.

### Year Three: Communication as Data / What will we do if students do or do not learn it?

#### Goals/Outcomes/Links to Professional Learning:

1. Build common, formative assessments, scoring rubrics, and student self-reflection documents for use as a tool for differentiation and student-involved record keeping.
2. Electronically collect exemplar lessons, formative assessment options, standards-aligned resources, and parent/school connection opportunities to be shared with all stake holders.
3. Craft standards-based, grade-span specific, grading policies concerning the use of zero, opportunities for re-teaching and re-grading, separation of citizenship behaviors from standards acquisition, etc.
4. Design standards-based report cards, progress documents, and criteria for instructional differentiation and RTI.
5. Construct and utilize weekly or bi-weekly blocks of time for direct instruction at the above, on and below proficiency levels using student self-reflection documents and teacher created formative assessment results.
6. Establish student-led conferencing opportunities for students and teachers.