“Our teaching staff works in professional learning communities to develop rigorous assessments to gauge what students know and are able to demonstrate.”

**Focus:**

* have competencies aligned to assessments for 1st semester
* look at our remediation practices to address when our students do not learn the learning objective(s) or competencies

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| **RMS’s big ideas for 2nd semester**  **“Start with your why and/or where you want to go”** | **Goal 1:** Get a better understanding of CBL as a building level | **Goal 2:** Match each of our competencies with 1st semester assessments.  (Understand how the assessments and practice fits with competencies) | **Goal 3:** Confirm our remediation check points |
| **Essential Questions related to the district’s vision**  **Big Picture** | **\*How can we customize the learning experience through the implementation of competency-based learning?**  **\* How can we create an educational framework where access to learning occurs beyond traditional school hours?**  **How can we provide flexible student learning environments allowing for choice regarding when, where, and how students learn?**  **How can we provide opportunities for students to manage their own learning through competency-based curriculum?** | **How can we provide learning opportunities that are engaging and rigorous using high-impact teaching strategies?**  **How can we create an educational framework where access to learning can occur beyond traditional school hours?** | **How can we provide flexible student learning environments that allow for choice regarding when, where, and how students learn?**  **How can we provide opportunities for students to manage their own learning through competency-based curriculum?** |
| **Competencies-**  **Strategic Plan goals**  **Big Picture** | **Goal 1:** FPS will implement and monitor customized learning for our learners | **Goal 2:** FPS will create and implement systems and structures that support customized learning. | **Goal 3:** FPS will identify trends that result in learning gaps and create actions to close those gaps |
| **Learning objectives-**  **“I can”**  **Success indicators**  **Learning objectives-**  **“I can” continues…**  **Success indicators** | **I can customize the learning experience through the implementation of competency-based learning.**  **I can provide learning opportunities that are engaging and rigorous using high impact teaching strategies.**  **I can create an educational framework where access to learning can occur beyond traditional school hours.**  **I can provide flexible student learning environments allowing for student choice regarding when, where, and how they learn**  **I can provide opportunities for students to manage their own learning through competency-based curriculum.** | **I can I utilize resources that will be allocated and/or repurposed to support new customized learning environments.**  **I can personalize by- building relationships within your class w/ student(s) and with one another \*real world application in the curriculum \*sharing progress on individual and collective progress in accomplishing learning** | **I can utilize a student schedule that will support customized learning environments. (2)**  **I can utilize our transportation system that will support customized learning environments. (2)**  **I can build and strengthen relationships that support student achievement.**  **I can cultivate and improve family engagement strategically throughout the FPS community.** |
| **Knowledge, understanding, and skills**  **What are the needs…** | **Elements of CBL through each learning objectives** | **Understanding of competencies; what in and out-of-classroom activities fit under practice bucket (extending learning opportunities) and the assessment bucket** | **How do we monitor for student progress throughout a unit?**  **What resources can we utilize for remediation during the school day and outside of the school day** |
| **What are our…**  **Structures/ Toolbox/Resources**  **What are our…**  **Structures/ Toolbox/Resources continues…** | \*Common assessments  \*UDL format in LMS  \*Relearning-reteaching  \*Competency Grading  \*Flexibility with our schedule  **Resources-**  District’s tools-strategic plan, CBL flipbook, curriculum Weebly, Modern teacher, PD, and building meeting(s). | \*State and national standards for competencies  \*AAT review  \*Approval process  \*Revision process  **Resources-** PLC time and LMS supports | Analyze artifacts that prove competencies.  **Resources-** PLC time and LMS supports |

Our process should always reflect the PLC process of ***DuFour’s 4 Critical Questions*** for consideration to guide our work with our students.

**1.) What is it we expect students to learn?**

* **Goal—**Our staff members are clear about what students are expected to know and demonstrate in their learning. This should never be a mystery, and through planning, the outcomes for any unit are established and made clear to our learners.

**2.) How will we know when students have learned it?**

* **Goal—**Team-designed rubrics (for example) can outline precisely what students are expected to know.
* **Competency—** “Student will…” statements that show a student’s ability to transfer content and skills in or across content areas.  Our competencies are a set of benchmarks of which students are expected to demonstrate mastery.  Our competencies include explicit, measurable, transferable learning objectives that empower students.

Examples:

* *Students will apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.*
* *Students will explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.*
* *Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking and demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*
* *Students will describe living things as made of cells, the function of cells and how the cell parts contribute to that function.*

**3.) How will we respond when students don't learn?**

**Goal—**This is an imperative component of any educational system. Our district/building has integrated multiple tiers of support for all learners. Not learning this foundational knowledge is not an option in our system. We have committed to providing the time and resources within our daily schedule at all levels to ensure ALL students learn.

**4.) How will we respond when students already know it?**

**Goal—**A competency-based educational system can lend itself very well to those students needing challenge, as well. The same tiers that provide support provide various opportunities for extension, as well. Students are provided opportunities to demonstrate a deeper level of knowledge (Cognitive Growth Targets-CGT’s) within their assignments, and are provided with opportunities to extend through personalized experiences (Path, Place, and Choice when possible).

***other considerations***

A majority of the "behind-the-scenes" work in a competency-based system is accomplished during PLCs. Teams must identify the competencies that are going to be assessed in their units of study, build assessments that truly assess these competencies, run these assessments through a “vetting-AAT” process for quality assurance, review and assess student work together, and make any necessary changes for improvement. In addition, Our PLC must provide re-teaching and opportunities for extension based upon the assessment results. This must be coordinated within the PLC to ensure that every student is receiving what he/she needs. Our PLCs are imperative for this work to occur and for it to occur at a high level. The result, high levels of student growth and learning.

**Honor the Castle-**

**As a noun- high respect; a privilege As a noun- a large building fortified for protection**

**As a verb-fulfill an obligation; keep an agreement**