

Michigan Association of State and Federal Program Specialists

2016 Fall Directors' Institute
October 6, 2016

Competency Based Learning

- Refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Competency Based Learning

- In public schools, competency-based systems use state and national learning standards to determine academic expectations and define “competency” and “proficiency” in a given course, subject area, or grade.
 - Competency with proficiency...

School Improvement and CBE

**Fraser Public Schools District
Improvement Plan for 2016-2017**

Fraser Public Schools

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In addition to having District School Improvement goals that focus on Reading, Math, and ELL students, we have developed a strategic goal to support Competency Based Education in Fraser Public Schools.

Most importantly, our District School Improvement Plan aligns with the District Strategic Plan.

Goal #5: Fraser Public Schools will implement and monitor customized learning for our students.

Systematic Implementation

Strategy #1: We will research, define, and set a clear district vision of customized learning and competency-based learning at FPS. We have researched a district wide agreement on the definition and vision of customized learning and competency based learning at FPS.

**District Improvement
Plan
Goal #5**

Strategy #1

District Improvement Plan - Activities

- Professional Learning Community (PLC) time for staff.
- On-going Modern Teacher Professional Development and Unit Design Training over the past three years.
- Professional Development on Competency Based Learning.
- Category: Technology
- Research Cited:

Teacher as Architect, co-published with ISTE, authors Smith, Chavez, and Seaman.

Off the Clock, author Rose Colby.

Example: DIP Activities

Activity- Teacher Training on Modern Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Teachers will experience Professional Development using the Teacher as Architect and Modern Teacher PD. Schools: All Schools	Professional Learning	Tier 1	Implement	9/6/2016	6/16/2017	\$10,000	Title II Part A	Assistant Superintendent, Building Principals, Teachers

Activity- Development of Year Long Unit Design Plans	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Teachers will develop Year Long Unit Plans and Assessments to identify content area competencies and develop units of instruction within the LMS itslearning and Blackboard Schools: All Schools	Professional Learning and Teacher Collaboration	Tier 1	Implement	9/6/2016	6/16/2017		Title II Part A	Assistant Superintendent, Building Principals, Teachers

Role of Data and District Improvement Plan

Measurable Objective 3: Collaborate to identify trends that result in learning gaps and creating actions to close those gaps by 6/12/2017 as measured by reductions in the number of students identified through the MTSS Screeners.

Role of Data and the District Improvement Plan

Strategy 1:

Universal Behavior Screeners (Student Risk Screening Scale) School Social Worker and School Psychologists will use the data collected from the classroom teacher to:

- Observe Students
 - Consultant with parents and/or teachers
 - Provide informal assessments
 - Provide classroom strategies and interventions
 - Refer to an outside agency
- Provide short-term, skill specific groups or individual services
 - Provide Check in/Check out Services
 - Provide a Functional Behavior Assessment
 - Provide an Individualized Behavior Plan
- Support Parent Meetings with Intervention Team

Strategic Use of Grant Funding

Title I

**District Improvement
Goal #5**

Activity- Development of Year Social Work Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Building Social Worker will closely work with the Behavioral MTSS Team to identify and support student behavior in order for improved academic achievement. Schools: Eisenhower, Mark Twain, and Edison	Teacher Collaboratio n on the Behavioral Support Team	Tier 2	Imple ment	9/6/ 2016	6/16/ 2017	\$75, 177	Title I Funds	Assistant Superintendent, Building Principals, Teachers

Data Collection to Drive CBE Work

Built in Assessments within the District Improvement Plan

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source of Funding	Staff Responsible
Reading Assessments Schools: All Elementary and Richards MS	The K-12 Language Arts Curriculum Committee and MTTTS Team will identify and adopt reading assessments to be used at each grade level. They will also provide a timeline for administering the assessments. AIMSWeb will be used as the Universal Screener.	Academic Support Program	Tier 1	Implementation	9/6/2016	6/16/2017	\$23,400	Trig Grant Funds Early Literacy Grant	Assistant Superintendent, Building Principals, Teachers