

Competency Committee Self Assessment of Readiness for PACE - May 3, 2017

(Using the [PACE Readiness Matrix](#))

Competencies and Standards		
Current Status	Action Steps	Timeline
LRES - 2 performing, 2 initiating, 1 developing RHS - 1 performing, 2 developing, 2 initiating IHGMS - 1 performing, 3 developing, 1 initiating OVERALL - DEVELOPING	Competencies will be tracked (assessed and reported)	Aug. 18-19 sy
	Offer student choice in learning in order to empower students, and learning outcomes will consistently emphasize competencies that include application and creation of knowledge (performance assessment writing)	Aug. 17-18
	Import competencies into PowerSchool	By Aug. 17-18
	Test Server pilot (small sample of classes/students) 4th quarter transition-for all staff for sample group	SY 17-18

Work Study Practices		
Current Status	Action Steps	Timeline
LRES - IGHMS - RHS - OVERALL - INITIATING	practices need identifying and a way to measure in all courses and for all students	
	practices need to be reported to parents and students	
	practices must be identified for performance assessments and have a way to collect evidence on how work study practice impacts quality of performance assessment	
	Identify and develop implementation plan and rubrics for ws practices at the comp. comm.	Q.1,2, and 3 of 17-18
	Add WSP to test server	Q4 of 17-18 SY

Curriculum and Instruction		
Current Status	Action Steps	Timeline
LRES - developing IHGMS- developing RHS- initiating	Need new or additional materials and resources	
	Having a consistent set of leveled materials for each grade/content area	
	Building interest and student choice into the material they need to learn	
	Using formative assessments to drive instruction, waiting to give a summative until formatives show students are ready, allowing opportunities for re-assessment	
	GRASPS model for performance assessments, including extension questions for each assessment	
	Map Curriculum with Competencies- Align standards to competencies	SY 17-18
	Create and Validate at least 2 Performance Assessments (HS)	SY 17-18
	PLC work w/ Assessments and rubrics	SY 17-18

Assessment		
Current Status	Action Steps	Timeline
LRES- initiating IHGMS- half developing, half performing RHS- initiating	GRASPS model for performance assessments, including extension questions for each assessment	
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	Student choice including “other” for their own idea	
	Opportunities for reteaching and reassessing	
	Using rubrics to show progression of learning or other means for collecting evidence for progress monitoring	

Grading		
Current Status	Action Steps	Timeline
	Create common expectations across the district for rubric (Comp. Committee)	June CC meeting (6/7)
LRES Developing IHGMS Initiating RHS Developing	Professional Dev. for Common Expectation for Rubric	
	Denote in PowerSchool a separate section for Work Study Practices (behavior)	Fall of 18-19 SY
	Utilize rubrics and vet them for curriculum and WSP separately	SY 17-18
	PowerSchool training for how to attach grades to competencies	Fall 2017 for test server pilot, and April 2018 for whole staff
	Invite a parent and SB member to be a part of the competency committee District-wide rollout on grading practices involving teachers, admin, community, students, etc. (Keep communications open)	Invite to 6/7 competency comm. Meeting Ask Ellen to put it out to the school board
	CC committee members survey teams to gain feedback about movement to a 4 point scale (survey monkey)	Before 6/7/2017

PLC/Student work		
Current Status	Action Steps	Timeline
LRES Initiating IHGMS Developing RHS Initiating	Focus PLC time on student work (share Kevin Perks resources)	
	Training in conducting student-focused PLCs	