# Theory of Action

If we focus on refining the work of professional learning communities to strengthen the SRBI Framework, then we can expect continuous, incremental growth toward all students college, career and citizenship ready.

# Overarching Strategies/Practices

The following strategies are a focus across all levels and subject areas.

***Professional Learning Communities*** will meet regularly to employ the 6-step Data Driven Decision Making process. Develop understanding of the gradual release instructional framework and the design of balanced assessments to inform instruction.

Teams will engage in ***Collaborative Unit Planning*** as they employ a backwards design approach and engage in the DDDM process to monitor implementation. A focus will be on strengthening stage 3 and aligning instruction to the gradual release of responsibility framework.

# Continual Improvement

The Newington Public Schools District Improvement Plan is aligned to the Strategic Plan, highlighting specific actions that will be taken with the intended outcome of continual improvement of student learning. The district also recognizes that ongoing improvement efforts by specific levels, departments, and committees parallel this work. Ongoing improvement efforts include the following:

- New and Ongoing Curriculum and Assessment Development, Implementation and Refinement
  - *Implement revised Science curriculum (NGSS)*
- Continued refinement to system components within the instructional core
  - *Implementing mastery based learning practices (developing scoring criteria; refining redo/retakes)*
  - *Develop balanced assessments based on evaluative criteria aligned to goal (stage 2)*
  - *Inform instruction*
    - *Questioning and Discussion to prompt collaborative student learning; conferencing with students*
    - *Technology Integration - SAMR model*
    - *Mindfulness strategies to reduce student stress*

# Part 3: Improvement Planning

### *Action Plan GOAL: Utilize balanced assessments to enhance feedback and guide instruction*

Strategic Focus Area: Student Growth and Performance    DDDM Step 3: SMART goals:

A. Students' reading comprehension will improve as evidenced by 60% of students meeting their growth target on the spring to spring MAP assessment.

B. Students' mathematical thinking will improve as evidenced by 65% of students meeting their growth target on the spring to spring MAP assessment.

| DDDM Step 4: Strategic Action Steps: We will… | Timeline | Resources | **F**acilitator/**I**mplementer/ **S**upport/**M**onitor | DDDM Step 5: Evidence of Success |
|---|---|---|---|---|
| 1. Develop a common understanding of the 5 elements of design when selecting and/or developing assessments *(alignment, rigor, precision, bias, scoring)* <br>○ Unwrap standards <br>○ Match rigor using Webb's DoK <br>○ Attend to precision and bias <br>○ Develop/select answer keys, scoring guides, rubrics | Aug. 2017- June. 2020 | 5 Elements worksheets Alignment PowerPoint Rigor PowerPoint Precision PowerPoint Bias PowerPoint Scoring PowerPoint Hess and DoK | F: Department Coordinators <br>I: 5-12 staff <br>S: Building Principals <br>M: SDT-DDT | ● Collect and analyze assessment samples from grade levels/departments 2x/year using Assessment Checklist & UbD rubric specific to stage 2 <br>● Staff surveys/Exit slips <br>● Anecdotal observations of PLC meetings using PLC Rubric |
| 2. Develop a common understanding of the Gradual Release of Responsibility framework and alignment to educator practice standards. | May. 2018- June. 2019 | Better Learning through Structured Teaching (Fisher and Frey) Grading and Group Work (Brookhart) Productive Group Work (Frey, Fisher, Everlove) Educator Practice Rubric | F: Administrators & Coaches <br>I: All staff <br>S: Administrators & Coaches <br>M: SDT-DDT | ● Anecdotal evidence of common language <br>○ Implemented in CIDT, ILT, PLCs <br>● Mid-year Reflection to check understanding/ identify PD needs <br>○ What components are used? <br>○ What are we doing well? What further support is needed? |
| 3. Apply understanding of balanced assessment systems to plan and implement tiered instruction to meet the academic and behavior needs of ALL learners. | Aug. 2017- June 2021 | Worksheet Note-Taking Template PowerPoint UbD rubric Elementary SRBI Middle Level SRBI NHS SRBI | F: Administrators & Coaches <br>I: All staff <br>S: Administrators & Coaches <br>M: SDT-DDT | ● Analyze/audit SRBI Process and results at each school, including SRBI referral data <br>● Review Tier 1 intervention data to support SRBI Referral <br>● Anecdotal observations (PLC meetings, learning walks, walkthroughs, collegial visits) |
| 4. Implement common scoring/grading practices based on the purposes of assessments. | Aug. 2017- June 2020 | Assessment and Grading Rubrics and Grading Grading: Self Reflection Guide | F: Dept. Coordinators & Coaches <br>I: Teachers <br>S: Building Admin. & CO Admin., MBL committee, Progress Report Committee <br>M: Admin., SDT | ● Collect and analyze assessment samples from grade levels/departments 2x/year using Assessment Checklist/district-wide elements of effective scoring/grading practices <br>● Anecdotal observations of PLC meetings using PLC Rubric |

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| 5. | Develop consistency within the SRBI process PK-12 by revising the SRBI manuals specific to each level and developing a system to ensure annual updates. | Aug. 2018-June. 2019 | Professional learning<br>Elementary SRBI<br>Middle Level SRBI<br>NHS SRBI | F:  Assistant Superintendent & Director of Student Services<br>I: District Committee & EIP/SRBI Teams<br>S:  Interventionists, CREC Consultant, Support staff<br>M:  SDT-DDT | ● Revised SRBI Manual by level, to include means for annual updates |
| 6. | Enhance the work of PLCs (CIDTs, instructional data teams) based on the PLC rubric  to make continual improvements through ongoing professional growth. | Aug. 2017-June. 2019 | PLC Rubric | F:  Elementary principals, Coordinators, and Coaches<br>I:  All staff<br>S:  Secondary principals<br>M:  SDT-DDT | ● Documentation of professional learning associated with areas of focus<br>● Anecdotal observations of PLC meetings using PLC Rubric |

**Please see below for specific information related to the improvement plan:**

| Transfer |
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| Teachers will be able to independently use their learning to develop and implement balanced assessments, including performance assessments, to promot[e] of new information, not just knowledge acquisition or routine skill building. |

| Meaning | |
| --- | --- |
| UNDERSTANDINGS<br>1. Balanced and aligned assessments are the driver of an instructional plan and ultimately an effective SRBI Framework.<br>2. Aligning assessment practices to intended outcomes requires a focus on all learning goals, balancing assessment types based on these goals. | ESSENTIAL QUESTIONS<br>● How do balanced assessments streng[then]<br>● How do we, by our assessment desig[n] understand? |

| Acquisition | |
| --- | --- |
| *Teachers will know…*<br><br>**Key Terms and Concepts**<br>● "Assessment" refers to processes and tools that measure what students know and can do. Assessment design includes planning, writing, and selecting assessments.<br>● Assessments are well designed if they provide an accurate (***valid***) and consistent (***reliable***) measure of what students know and can do.<br>● We use assessments for specific purposes (diagnostic, formative, interim, summative)<br>  ○ ***Diagnostic*** assessments are formative in nature and determine students' knowledge and skills before instruction. (i.e. pre-tests, discussions, work completed and analyzed to determine specific areas of strength and weakness, coursework from other related classes, etc.).  These assessments are not graded.<br>  ○ ***Formative*** assessments are used to monitor student learning and adjust ongoing instruction.  Formative assessments may currently be graded as an assessment for learning IF enough instruction has been provided to expect reasonable understanding. *Note that a quiz or task might be considered interim and be graded as an assessment of learning IF it takes place at the end of a chunk of learning AND students have had the opportunity to practice and receive corrective feedback*<br>  ○ ***Summative*** assessments measure student mastery of standards at the end of instruction. (i.e. end-of-unit tests, performance tasks, portfolio).  Summative assessments are graded as an assessment of learning.<br>  ○ ***Interim*** assessments  fall somewhere between formative and summative. They measure students' knowledge and skills on a specific set of academic goals, typically within a particular time frame. *Interim assessments within a unit of instruction* such as quizzes and tasks that take place at the end of a chunk of learning may be graded as an assessment of learning. *Interim assessments within a school year* such as district-wide benchmark assessments are used to determine how much each student is progressing within a given academic year and to monitor curriculum effectiveness and are not graded (i.e. MAP, DAW).<br>  ○ ***Screening*** assessments are an interim administered to identify those students who are not meeting grade level benchmarks and may be at risk for future learning. Within the SRBI Framework, ***Universal screening*** assessments are administered 3x/year. Results below benchmark indicate the need for more diagnostic assessment and appropriate intervention.  ***Progress monitoring*** assessments are administered to students who are below the benchmark and/or receiving intervention to determine the effectiveness of chosen intervention plans. These assessments are not graded.<br><br>● There are 4 types of assessment items. Selection is determined based on the learning goal (knowledge, skill, understanding, transfer) and level of rigor.<br>  ○ ***Selected-response items*** ask students to select the correct answer from a list of options included in the item. (i.e. | *Teachers will be able to:*<br><br>● Identify assessments based on purpo[se] summative, screening)<br>● Identify assessment items based on [valid] response, constructed response, perf[ormance]<br><br><br>● Implement consistent grading practi[ces] assessment (Secondary)<br>● Revise progress report matrix (Eleme[ntary]) |

matching, true/false and multiple choice.) We use answer keys to score these items.
- ○ ***Constructed-response items*** ask students to write, or "construct," the correct answer. We use answer keys to score simpler constructed-response items, such as fill-in-the-blank items. Scoring guides may be used for more complex responses.
- ○ ***Performance tasks*** ask students to create products or perform tasks to show their mastery of particular skills. (i.e. extended-response items or essays, carrying out an experiment, giving a speech, or writing a research paper). We use scoring guides and rubrics to score performance tasks.
- ○ ***Personal Communication*** is good for assessing knowledge, reasoning, and those skill targets requiring oral communication, such as speaking a world language or participating in group discussion. Personal communication may include interviews, class discussions, oral examinations, and conferences. This method allows you to probe the learner to better understanding his/her thinking. This is particularly beneficial when you are assessing *process* (versus product). We use scoring guides and rubrics to score personal communication.
- ○ ***Portfolio assessments*** are not a type of assessment item, but rather a compilation of student work over a specific period of time. (i.e. collections of student essays, artwork, lab reports or reading logs). We use scoring guides and rubrics to score portfolios.
- Within a unit of instruction, various assessments are used to align to the intended outcomes identified in stage 1 in consideration of the 6 Facets of Understanding

***Elements of Assessment Design***
- An assessment that is ***aligned with standards*** measures student performance against those standards.
- An assessment has an ***appropriate level of rigor*** if the assessment includes assessment items that match the level of rigor of the skill or skills you intend to measure *and* the assessment measures a range of student thinking and understanding so that it measures what all students know and can do.
- A ***precise*** assessment measures students' knowledge and skills, not their misinterpretations or lack of unrelated background knowledge.
- An ***unbiased*** assessment measures students' knowledge and skills, not differences among groups of students because of their personal characteristics, such as race, gender, socioeconomic status or religion.
- An assessment that has an ***appropriate scoring strategy*** measures students' knowledge and skills, not how or when the assessment is scored or who scores it. Teachers must attend to how a rubric transfers to a 100 point grading scale. For example, see Rubric Converter)

- Align assessments within Stage 2 of t
- Identify and utilize diagnostic assess
- Utilize assessments appropriately wi purpose (Elementary)
- Identify and utilize formative and sur (high school)

- Unpack a standard
- Determine whether assessment items
- Determine whether the rigor of assess (Webb's DoK)
- Determine when an assessment item i
- Detect bias
- Select or develop scoring guides
- Select or develop rubrics that support system
- Develop best practices for summative common to course, appropriate rigor,
- Apply understanding within the DDDN purpose.

**Performance Tasks:**
- Write/select assessments to include six facets of understanding and align to intended outcomes
- Write/select performance based assessments with rubric
- Write/select assessments within the DDDM process to identify strengths and areas of focus