Curriculum, Instruction and Assessment December 14, 2021 board meeting report.

* The new Curriculum, Instruction and Assessment tab continues to be updated with important district information and resources. We want to stay focused on our goal to be more transparent with the curriculum and our plans for accelerating instruction.
* Teachers were lead through a process of identifying priority standards and are adjusting pacing guides where necessary to address priority standards multiple times each year. Our plans for vertical curriculum work were put on hold by nature. The day we planned also happened to be the day we received unexpected inclement weather.
* Schools and PLC’s are using CASE Assessment items in classroom formative assessments more and more throughout the district. CASE Assessment items are fully aligned with Kentucky Academic Standards. Aligned in content and rigor. This will help ensure that our students will have the opportunity to experience these types of questions all year in preparation for Kentucky Summative Assessments. Using these questions will also help the district ensure we are teaching to the grade level of standards.
* We are still collaborating with OVEC in developing and implementing accelerated learning plans in the district. This is exciting work.
* As we move forward with our improvement plan we will be focusing on “how we teach.” Do students have the same opportunities to learn in all classrooms? We will be designing a district instructional protocol that will ensure high quality instruction is consistent throughout the district. In my latest research and reading I have found soundly structured lessons have stunningly powerful consequences.
	+ Among the largest ever reported student learning effects (Popham, 2008)
		- 20-30 times as much positive effect on learning
		- 10 times as cost-effective as reducing class size
		- Adds between 6 and 9 months of learning growth per year, per student
		- Increased speed of learning 400 percent (students learning 4 times as fast) (William, 2007)
	+ Outcomes such as these help explain the findings cited earlier that seem too good to be true:
		- Only three years of effective teaching will catapult students in the lowest quartiles into the second or even first/highest quartile (Bracy, 2004; Haycock, 2003; Marzano, 2007…)
		- Effective teaching could eliminate the achievement gap in about five years (Schmoker, 2006)
* **NOVEMBER REPORT: In my latest research and reading I found a study conducted in a Chicago school district found that schools with internal trust of each other were three times more likely to show student improvement. Something to think about. How important is trust?**