

December 11, 2014

Agenda Item IX A1 – Teaching and Learning Report (Curriculum, Instruction Assessment)



Purpose of this Agenda Item:

Discussion

The purpose of this agenda item is to update the board on the district's strategic priorities in the area of teaching and learning.

Background

The three District Strategic Priorities that fall directly to the Department of Curriculum are 3.7 Early Literacy Initiatives to improve reading achievement K-5, 3.2 Secondary Math Curriculum Renewal, and 5.4/3.10 District Improvement Plan.

Early Literacy Initiatives to improve reading achievement K-5 (Strategic Priority 3.7)

The District Elementary Literacy Professional Learning Team (PLT) has been meeting to analyze student achievement data in the area of reading. The group will be developing an elementary literacy plan to outline district expectations and resources. In addition, the district has been informed that they have been selected to participate in the Oregon Response to Intervention grant. This grant will provide funds to support teachers in core instructional strategies and intervention strategies for students not performing at grade level.

Secondary Math Curriculum Renewal (Strategic Priority 3.2)

The Secondary Math Curriculum Renewal Committee will have their third meeting on Friday, December 19. After the committee has narrowed their choices, math materials will be available for public review. As soon as dates and locations are finalized, information will be advertised through schools and the Molalla Pioneer.

District Improvement Plan (Strategic Priority 5.4 and Strategic Priority 3.10)

District Continuous Improvement Plans are required by Oregon State Statute 329.095. The "Continuous Improvement Plan" will communicate to educators, students and their families, and the community the process of self-evaluation, thoughtful planning, implementation and monitoring of that plan to elevate professional practice targeting increased student achievement. The District Teaching and Learning Team is meeting bi-monthly to assess their professional practices compared with indicators of research-based effective practice and chart their course for improvement. After all indicators are assessed, school level teams and a district committee will be asked for input.

Submitted by: Tiffany Sanders