

The CALI Model

**Connecticut Accountability for
Learning Initiative**

Guiding the Work of District
Improvement

- CALI provides a framework to guide the District Improvement Plan and the School Growth Plans
- It identifies the critical elements that we will address in these efforts
- The CALI framework builds on the current work of our District as identified in the annual Instructional Plan and the Research Based Model Guiding the Implementation of the Instructional Plan published in the Teacher Evaluation Plan



Elements of CALI

Data Driven Decision Making - student performance and other data to assist in the instructional decisions that must be made to ensure high levels of student achievement for all students.

Examples:

- CMT and CAPT data
- Formative assessment results
- Benchmark assessment results
- Other data determined by data teams and teachers to be useful in informing instructional decisions

Elements of the CALI Model

Power (Priority) Standards, i.e., those standards that endure throughout a student's academic and professional life, give students leverage in other content areas, and prepare them for the next grade.

Example: Students will be proficient in creating graphs, tables, and charts and will be able to draw accurate inferences from them.

Our Task: Identify the power standards across all curricula for every grade's curricula.

Elements of the CALI Model

Unwrapped Power Standards, i.e., the concepts, skills, big ideas and essential questions by grade level and content area connected to the standards that are critical for students to master.

Our Task: Unwrap the power standards by content area and grade level

***An “Unwrapped” Power Standard
Students will be able to identify literary elements in written work.***

Concepts:

1. Elements of a story
2. Purpose for reading

Skills:

1. Read (for comprehension)
2. Identify (story elements of literature)
3. Analyze (plot)

Enduring Understandings (Big Idea):

1. Literature contains common elements.
2. Literature is written for a variety of purposes.
3. A story is based upon the development of literary elements.

Essential Questions:

1. Why do authors write? For what purposes?
2. What are the common elements in literature?
3. How does the development of literary elements affect the story?

Student Developed Evidence of Understanding:

1. Oral presentations fielding audience questions on comprehension
2. Graphic organizers
3. One-paragraph plot summaries

Elements of the CALI Model

District and School Data Teams: Those groups of teachers and administrators whose responsibility is to dig deeply into student performance and other data to assist in the instructional decisions that must be made to ensure high levels of student achievement for all students.

Our Task: Develop teams at the district and school level

Leadership Elements in the CALI Model

This is a *team* effort, i.e., it requires commitment to a common purpose with expertise obtained from a variety of participants who hold themselves mutually accountable for the achievement of their goal.

Effective teams operate using agreed upon norms, share leadership, and continually challenge each other in a professional way in order to ensure effective practice.

Elements of the CALI Model

Common Formative Assessments - those measures of student performance that enable teachers and students to have a clear understanding of where students are in their learning. This information may inform decisions about re-teaching, additional student assistance, or additional study required by students.

Our Task: develop common formative assessments by grade level in all content areas.

Elements of the CALI Model

Effective Teaching Strategies - those teaching strategies that are proven, based on research, to have a significant impact on student learning. The CALI model identifies nine strategies identified by Marzano, et al. and an additional strategy related to non-fiction writing identified by Reeves.

Of particular value are the *CR/SS* strategies, which are student strategies for controlling their own learning through techniques that can be used in all content areas.

Elements of the CALI Model

Common Post Assessments - those summative assessments that are given on a periodic basis to identify what learning has taken place.

Teachers and administrators will use this data in their data teams to refine and examine the success of school and district goals related to student achievement

Elements of the CALI Model

Data Driven Decision Making - a guiding principle to inform our decision making

Essentially, it requires the following question about instructional practice:

“Does the data that we have about student learning and our teaching support the instructional choices we are making?”

What is the connection between CALI and the District Improvement Plan and the School Growth Plans?

CALI will provide the conceptual underpinning to our District Improvement Plan and our School Growth Plans. We expect to see the components of CALI embedded in these plans.

- Ø The *District Improvement Plan* is the accountability plan that identifies the specific and focused articulation of the work to be done to improve the performance of students across the District in (1) literacy, (2) numeracy, and (3) to create strong and viable linkages between the District and parents and the community.
- Ø The plan will identify our goals in these areas, determined by data analysis, and will identify the monitoring process to ensure that the actual work is completed as designed.
- Ø The District Improvement Plan identifies those strategies and processes that can only be accomplished at the District level.

- ∅ The *School Growth Plan* is the specific and focused articulation of the work to be done in the areas identified as District goals to improve the performance of students in the school as determined by data analysis, and to create a strong and viable linkage between the school and its parent community.
- ∅ The School Growth Plan identifies those strategies and processes that are unique to the needs of the school and can only be accomplished at the school level with the support of central office staff.

What will be different from what we have done before?

As a district we have been uneven in the expectations that we have had about the use of school growth plans. Our work thus far has been to provide understanding into the essential elements of the school growth plans and anticipate that, over time, these plans would be developed as a collaborative effort.

We are now at the point where there are certain expectations that must be met, non-negotiables, with a greater sense of urgency.

As a system, we will develop a high level of competency in the following areas:

- ∅ Identifying power standards
- ∅ Unwrapping standards
- ∅ Using data teams
- ∅ Using research based teaching strategies demonstrated to impact student achievement
- ∅ Differentiating instruction
- ∅ Collaborative teacher work as a routine part of our professional practice
- ∅ Creating and using formative assessments
- ∅ District benchmarks in all content areas
- ∅ Engaging parents in routine and appropriate ways in the life of our District and schools to ensure a strong collaboration that supports student achievement.

This will be the work of all schools, by grade level and departments, and all of central office.

This challenge can only be accomplished by the focused collaboration by teachers and administrators on instructional issues of urgency. These instructional issues of urgency include:

- ∅ examining student performance data to determine if all students are performing at acceptable levels
- ∅ differentiating instruction in order to ensure that students at all levels are moving forward, especially special education and ELL students
- ∅ teaching with a sensitivity to the race and cultural background of all students

Is this work to be accomplished in one year?

No, that is not realistic. This is a *multi-year* effort that has already begun in many places across the District. Our work now will be to ensure that the work is carried out across the district in a way that is focused, coherent, systemic, and continually monitored in order to ensure implementation and to adjust as necessary.

Priorities for 2008/2009

- Ø Establish fully functioning District and building data teams
- Ø Identify power (priority) standards and begin unwrapping in K-5 LA, Grades 6-10 in Math, Social Studies, and Science
- Ø Full implementation of District Benchmark Assessments in Numeracy and Literacy
- Ø Revised parent friendly district and school handbooks; specific steps to create a more welcoming school atmosphere

Expectations and Needed Actions from the Board of Education

- Ø Endorsement of this work through adoption of the Instructional Plan for 2008/2009
- Ø Approval of Early Dismissal Days once a month (within legal limitations) for professional development and District/School Improvement work