

Eagle Ridge Academy

Work Group/Committee Mandate

1. Basic Group Information

A. Group Name:	Curriculum, Instruction and Student Achievement (CISA) 2018-2019
B. Group Purpose:	The Purpose of the Curriculum, Instruction, and Student Achievement Work Group is to be responsible for adopting a plan to support and improve teaching and learning and to ensure compliance with the World’s Best Workforce requirement.
C. Group Type: <i>Using the descriptions at the left, identify which type of group this will be.</i>	<ul style="list-style-type: none"> <u>Work Groups</u> – are strategic in nature; have recurring matters to evaluate and recommend upon; are Board of Directors charged. (Examples: Finance/Audit/Development and Governance & Policy)
D. Group Duration: <i>Will this be an ongoing group? Or, if only required for a defined period of time, please indicate the estimated start & completion dates.</i>	This will be an ongoing group.
A. Group Authority: <i>What decision making authority is granted to this group by the Board or Administration?</i>	This is not a decision making group; this group will make strategic recommendations to the board. The board will retain decision rights.

2. Group Goals & Measures

Identify the goals, tactics and measures for the Working Group/Task Force below. The measures should be “SMART” (Specific, Measurable, Achievable, Realistic, Time-bound.)

A. Goals: <i>What are the high level goals for the work group?</i>	B. Tactics: <i>What actions or tactics will be used to accomplish the goals?</i>	C. Measures: <i>What measures will be used to determine if the goals were met?</i>
Clearly define locally developed student achievement goals and benchmarks.	QComp SMART Goal Steps	<ul style="list-style-type: none"> 100% completion of SMART goals for school and individual by given deadline
Ensure a process to evaluate each student’s progress toward meeting the state and local academic standards is in place.	Data Driven Instruction	<ul style="list-style-type: none"> Quarterly check-in for DDI Completion Written document showing the process
Ensure a system to review and evaluate the effectiveness of instruction and curriculum is in place.	Teacher Evaluation procedures Explore/Plan, ERB and ACT Tests	<ul style="list-style-type: none"> Check-in for progress with each cycle Written document showing process and progress Compilation of district-wide test scores

Ensure a system to review and evaluate the instructional technology is in place.	Technology Plan	<ul style="list-style-type: none"> • Bi-annually check-in with technology director for progress • Written documents compiled to show process and progress • Analysis of strength and growth areas
Ensure a system with a collaborative professional culture that supports teacher quality performance and effectiveness is in place.	Professional Learning Communities procedures and implementation Teacher Evaluations	<ul style="list-style-type: none"> • Annual analysis of strength and growth areas
Ensure a system to review and evaluate an articulated curriculum is in place.	Classical Handbook Core Knowledge Curriculum Overviews	<ul style="list-style-type: none"> • Information is readily available to all who should have access • Annual analysis of strength and growth areas
Advise school board regarding the development of the annual budget	Annual Budget	<ul style="list-style-type: none"> • Annual analysis of information
Ensure a system to review and evaluate the effectiveness of Eagle Ridge Academy's graduation standards is in place	Graduation Standards	<ul style="list-style-type: none"> • Annual review

Timeline

Date	Outcomes	Input Needed from Other Stakeholders
Summer	Establish a meeting schedule for the year based on workgroup priorities and goals	Academic Director: Assessment and PLC calendar and test results
Quarter 1	Review academic the process for evaluation of continuous improvement and student achievement goals	Team Leads/Chairs: Updated procedures for creation and evaluation of PLC SMART Goals Coaches: Updated procedures for creation and evaluation of School-Wide SMART Goals Academic Director: Curriculum Review Cycle
	Review goals and results from the previous year	Academic Director: Prepare results from Read Well by Third Grade, School-wide SMART Goals, and Evaluation

	Review and present annual report and WBWF	
	Review parent satisfaction and provide recommendations	Academic Director: Acquire previous parent satisfaction survey.
Quarter 2	Review parent satisfaction and provide recommendations	
	Mid-year review of progress towards goals	Leads/Chairs: Provide update on best-practices being implemented in PLCs to achieve student achievement goals
Quarter 4	Complete parent satisfaction survey and present to Administration Leadership Team	
	Review teacher evaluation	Principals/Academic Director: Update teacher observation and evaluation process
	Review feedback parent survey feedback from stakeholder groups and finalize survey	Administration Leadership Team: Provide recommendations on parent satisfaction survey
Quarter 4	Review strengths and areas for improvement identified by various stakeholder groups	Academic Director: Provide strengths and areas for improvement from coaches, principals, classical coordinators, and leads/chairs

3. Group Membership & Resources

A. How many participants are necessary?	No set number is required, but from 4-8 people will be sufficient.
B. What is the term (length of time) for serving in the group?	Ideally each individual will serve for at least one school year.
C. What skills, experience, or expertise is desired?	<ul style="list-style-type: none"> a. Organizational management b. Curriculum writing/understanding c. Teacher/principal evaluation understanding d. Project Management
D. Board Liaison:	Jane Wegener Venema
E. Other Board participants (if any):	Lisa Johnson
F. Group Chair:	Susan Bloomgren

G. Group Secretary:	Missy Madigan
H. Other members:	Bruce Locklear (administrator), Missy Madigan (teacher, Classical Coordinator), Amanda Heitzman (parent), Mandee Gordon (teacher)
I. What other resources are needed for the group?	The expertise and established work from principals, education coordinator and classical coordinator will be necessary for many of the projects this work group will address.

4. Communications:

How will community input be gathered?	How will the Board or the community learn about the efforts of the group?
To be determined	The board liaison will provide updates from the working group at the regularly scheduled board workshops and/or meetings.

General Framework for Operational Efficiency:

- I. Frame the issue(s) clearly – always keep the Purpose and Rationale in mind as your group conducts its business.
- II. Ensure the group has broad representation of relevant stakeholders and perspectives, especially of those who may be most impacted by the recommended course of action, as well as the necessary expertise to evaluate all aspects of the issue(s) – seek out participation if necessary.
- III. Conduct a discovery inquiry, investigate all facets of the issue – surveys and information Q&A sessions are opportunities to consider.
- IV. Identify one or more of the best options for addressing the issue(s). List and weigh all of the pros and cons of each option in order to identify one (or more) recommended option(s) to forward to the relevant decision-making body, thus allowing the most appropriate conclusion.

Mandate presented for review and approval on (Date): 9/25/2018

By (Name): Jane Wegener Venema

On behalf of: Curriculum, Instruction, and Student Achievement Work Group

Title/Role (if any): Board of Directors and Liaison

Approved by (Name): Unanimous ratification of the Board of Directors Date: September 25, 2018