

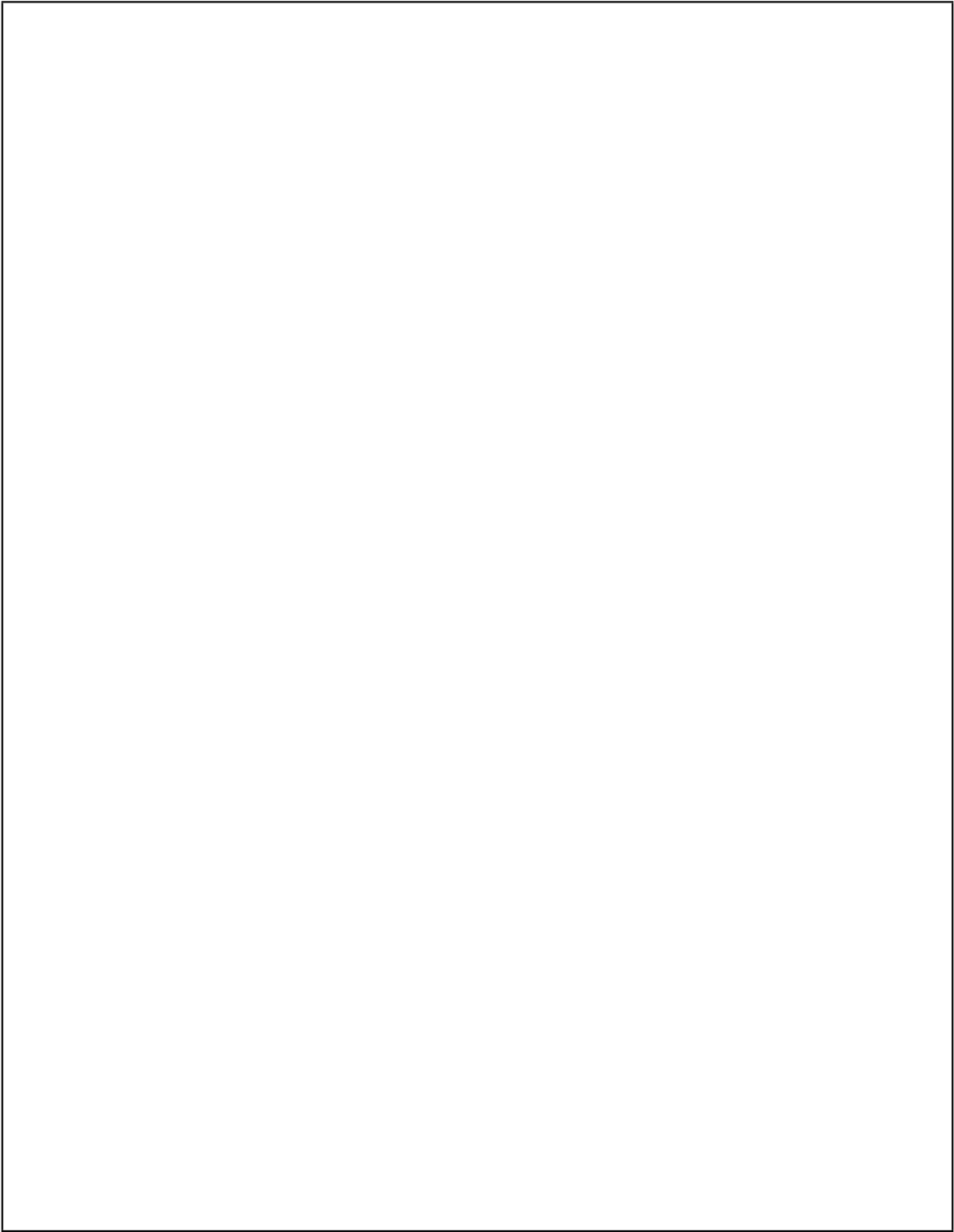
WASC Self Report 2016-2017

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21/10/2016



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1.1 Academic Standards for each Area

Indicator: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Prompt: *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., online instruction) that meet state or national/international standards.*

1.1.1 «SUB-SECTION TITLE»

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CMIS Leadership and Teaching Staff use curriculum that is comprehensive and sequentially documented that can be modified as needed to address current educational research and thinking, relevant international/community issues, and the needs of all students.

- PTG Curriculum, Professional Development Folder

CMIS Leadership Team strongly believes that at the core of a rigorous, engaging, coherent curriculum are research-based standards. The CMIS Teaching Staff use multiple, comprehensive, and appropriately sequenced standards that inform and provide the foundation of our curricular decisions (see section entitled, Academic Standards in Each Area).

The 2013-2014 academic year saw a great deal of change to the standards (which impact curricular decisions) as the CMIS Teaching Staff, with the support of the Leadership Team adopted new standards in ELA, mathematics, and science, as well as finalizing the adoption of all other content standards (i.e. physical education, social studies, health, fine arts, world languages).

The adoption of these standards, especially in ELA, mathematics, science, and 9-12 history reflect significant shifts in conceptual understanding of the content, have major implications on instruction and assessment, and illuminate real increases in depth of knowledge and rigor. All curricular decisions would have to be made based upon these new realities. Furthermore, CMIS has begun to view our adopted standards as the bedrock of all unit creation and planning. Standards also continue to help guide appropriate instruction and ensure rigor.

<p>Because of these conceptual shifts, the 2014-2015 saw a strong focus on professional development topics relating to the difference between curriculum and standards, and the shared responsibility of the CMIS Literacy Standards. Teachers, community members, and administrators were involved in multiple discussions and the CMIS Leadership Team believed this was an appropriate starting point for teachers and community members to begin understanding the standards and curriculum.</p> <p>Because of the adoption of the CMIS Literacy Standards, a great deal of training during the 2014-2015 school year focused on the ELA standards. Currently, all curriculum decisions, including resource/curriculum purchasing, must adhere to our standards with fidelity. All reading and writing curriculum decisions are based on ensuring appropriate complexity, balancing informational text, reading in the disciplines, and academic vocabulary (for reading). Writing from sources and appropriate text types are required for writing curriculum decisions.</p> <p>Folder</p> <ul style="list-style-type: none">● a● a● a● a	
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