



CURRICULUM REVIEW PROCESS

May 2019

VISION

VISION

Teachers use high-quality curriculum that they have selected and honed or created collaboratively. The curriculum is standards-based, engaging, rigorous, and innovative. Whenever appropriate, they share curriculum across their team and across campuses, including common assessments. Our curriculum is thoughtful, meets the needs of our students, and its vertical alignment supports students as they develop from year to year.

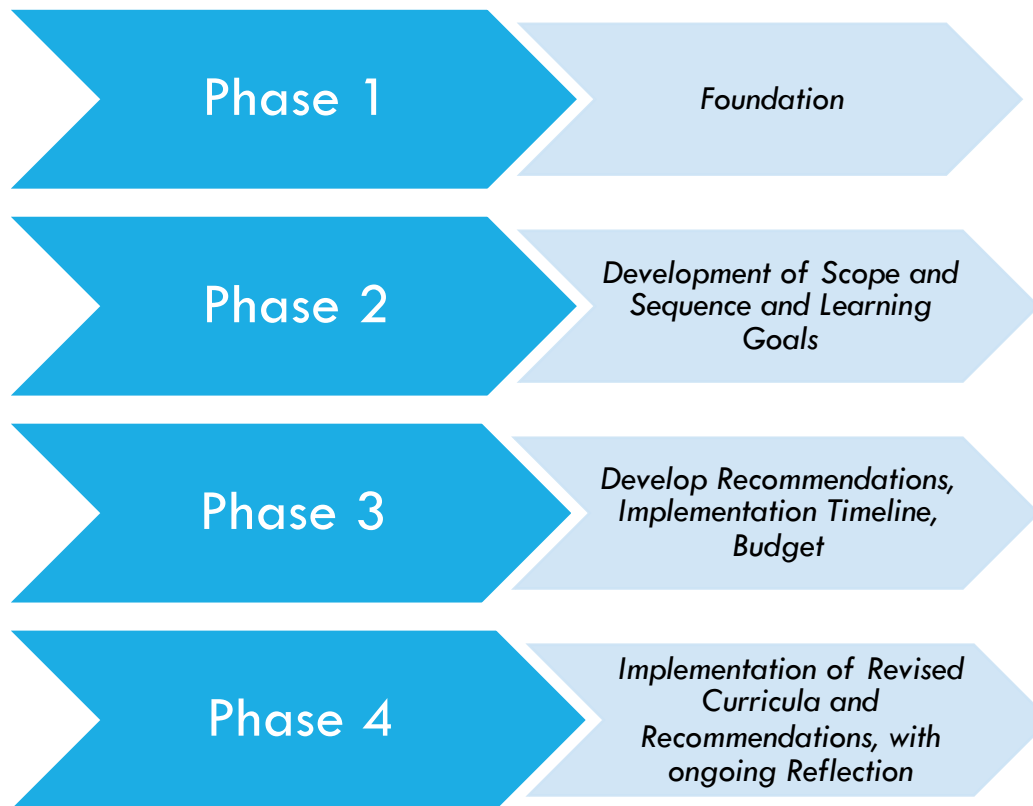
GOAL(S), ASSUMPTIONS, AND/OR POP

We do not currently have a shared approach to curriculum design, documentation, sharing, or revision including yearly scope and sequence across K-8 as well as unit and lesson design. This makes it difficult to develop strong horizontal or vertical alignment, does not easily allow collaboration in ways that could strengthen curriculum, and oftentimes puts teachers who are new to the district or their role to start from scratch creating a learning experience for students.

OBJECTIVES

- review national, state, and district standards and benchmarks;
- review local and exemplary programs for comparison;
- determine a logical scope and sequence for K-8 instruction;
- articulate K-8 programs;
- identify program omissions and duplications;
- identify changes and trends in the school community and determine whether the program meets the needs of students;
- provide a basis for decision-making and long-range planning;
- inform the community of program goals and objectives;
- guide staff development;
- provide guidance for the selection of instructional materials based on research and best practice;
- identify areas where curriculum areas can be integrated;
- review materials for diversity and inclusion in the areas of race, color, sex, religion, national origin, and sexual orientation; and
- determine budget impact of programmatic changes.

PROCESS



PHASE 1: FOUNDATION

Part A: Develop Common Understanding of Current Trends and Best Practices

Part B: Data and Needs Assessment

Products of Phase 1

- State of the Content Area Summary Report and Analysis of Needs Assessment data
- K-8 Philosophy
- Guiding Questions for the review

PHASE 2: DEVELOPMENT OF SCOPE AND SEQUENCE AND LEARNING GOALS/BENCHMARKS

Products of Phase 2

- Scope and Sequence
- Learning goals and benchmarks for grade levels, courses, and units
- Report Card Descriptors

PHASE 3: DEVELOP RECOMMENDATIONS, IMPLEMENTATION TIMELINE, AND BUDGET

Products of Phase 3

- Five-year plan for creation or revision of common unit plans, common assessments, and lesson plans
- Budget with five-year projections

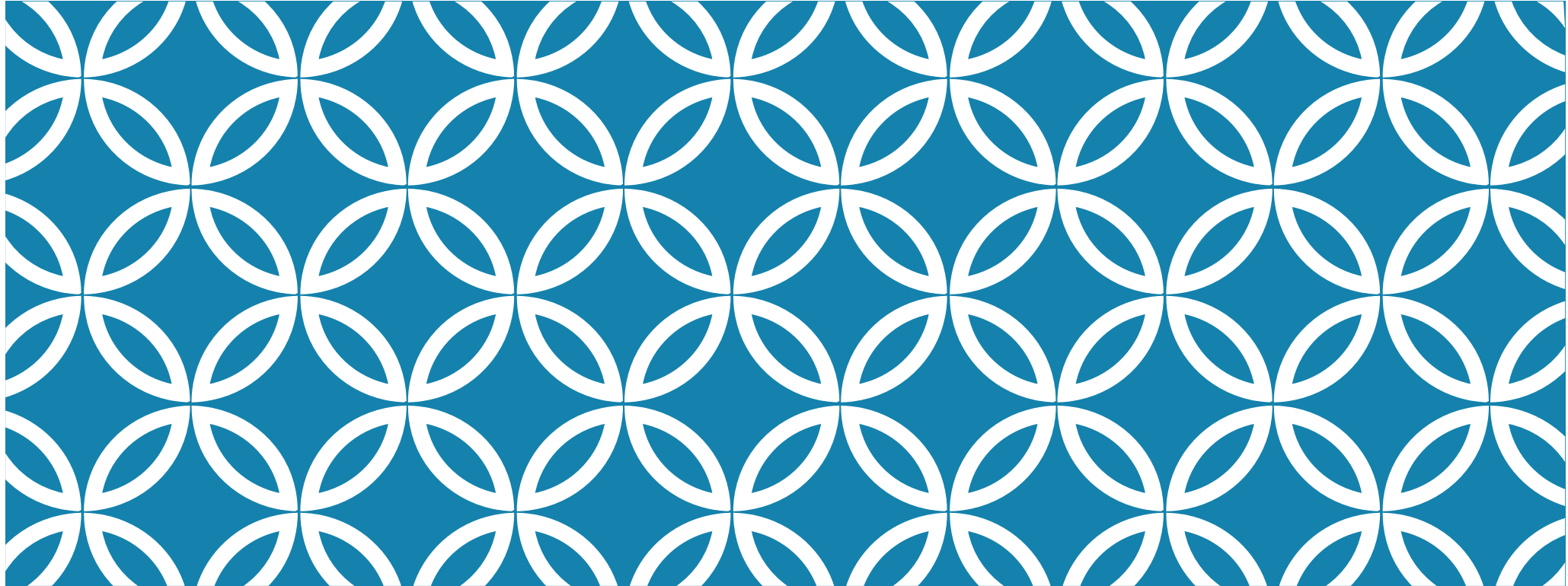
PHASE 4: IMPLEMENTATION OF REVISED CURRICULA AND RECOMMENDATIONS, WITH ONGOING REFLECTION

Products of Phase 4

- Development or revision of common unit plans, common assessments, and lesson plans
- Reflection on curricular materials and experiences

WATERFALL APPROACH

	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30
1*	Red	Red	Orange	Yellow	Yellow	Yellow	Yellow	Red	Red	Orange	Yellow
2	Red	Red	Orange	Yellow	Yellow	Yellow	Yellow	Red	Red	Orange	Yellow
3*	Light Blue	Red	Red	Orange	Yellow	Yellow	Yellow	Yellow	Red	Red	Orange
4	Light Blue	Red	Red	Orange	Yellow	Yellow	Yellow	Yellow	Red	Red	Orange
5	Light Blue	Light Blue	Red	Red	Orange	Yellow	Yellow	Yellow	Yellow	Red	Red
6	Light Blue	Light Blue	Red	Red	Orange	Yellow	Yellow	Yellow	Yellow	Red	Red
7*	Light Blue	Light Blue	Light Blue	Red	Red	Orange	Yellow	Yellow	Yellow	Yellow	Yellow
8	Light Blue	Light Blue	Light Blue	Red	Red	Orange	Yellow	Yellow	Yellow	Yellow	Yellow
9	Light Blue	Light Blue	Light Blue	Light Blue	Red	Red	Orange	Yellow	Yellow	Yellow	Yellow
10*	Light Blue	Light Blue	Light Blue	Light Blue	Red	Red	Orange	Yellow	Yellow	Yellow	Yellow
11	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Red	Red	Orange	Yellow	Yellow	Yellow
12	Light Blue	Light Blue	Light Blue	Light Blue	Light Blue	Red	Red	Orange	Yellow	Yellow	Yellow



INSTRUCTIONAL COACHING MODEL

May 2019

GOAL(S), ASSUMPTIONS, AND/OR POP

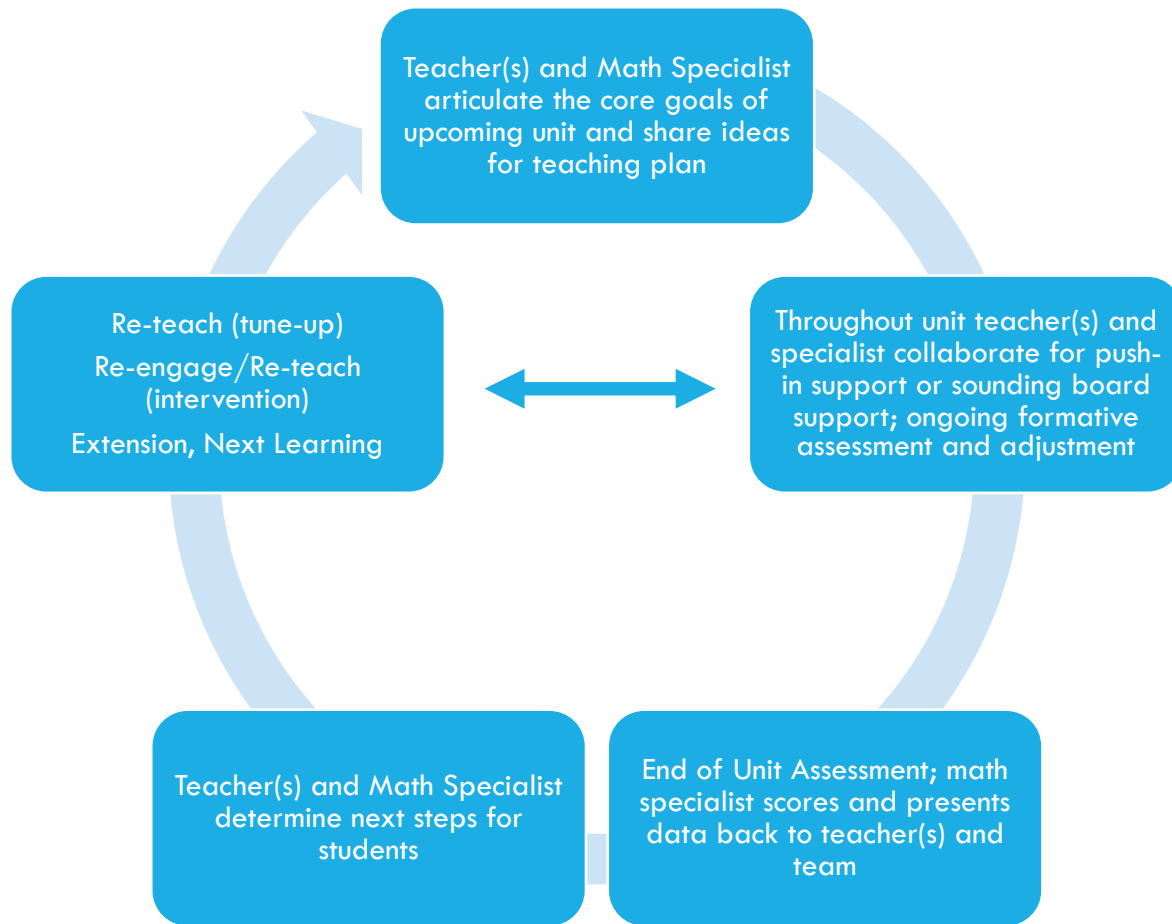
All educators need to engage in ongoing reflection and development of their practice to meet successfully the needs of all students. One lever to support this is through instructional coaching. We do not currently have a clearly defined coaching model in the district. Due to this, we cannot be strategic with the use of individuals who might be in positions to coach, expectations are unclear for coaches and staff in terms of what coaching relationships look like, as well as the relationship between coaches and principals.

K-5 LITERACY

- Targeted, proactive team-based coaching supports with simultaneous individualized coaching at “hot spots”
- Strategic principal coaching

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
K	1: We Are Readers TT		2: Super Powers, Reading with Print Strategies and Sight Word Power		3: Bigger Books, Bigger Reading Muscles		4: Becoming Avid Readers TT			
	1: Launching Writer's Workshop		2: Writing for Readers		3: How-To: Writing to Teach Others		4: Persuasive Writing of All Kinds			
I	1: Building Good Reading Habits		2: Learning About the World, Reading Nonfiction		3: Readers Have Big Jobs to Do		4: Meeting Characters, Learning Lessons			
	1: Small Moments		2: Nonfiction Chapter Books		3: Writing Reviews		4: Scenes to Series TT			
2	1: Second Grade Growth Spurt		2: Becoming Experts, Reading Nonfiction		3: Bigger Books Mean Amping Up Reading Power TT		4: Series Book Clubs			
	1: Narrative Craft		(New Book) How to Guide to Nonfiction Writing		3: Writing About Reading		If/Then Writing Fictional Stories TT			
3	1: Building a Reading Life	Mystery	2: Reading to Learn		3: Character Studies		4: Research Clubs		Poetry*	
	1: Crafting True Stories	3: Changing the World: Persuasive Speeches, Petitions, Editorials	2: The Art of Informational Writing		If/Then Baby Literary Essay		If/Then Writing TBD		4: Fairy Tale Unit*	
4	1: Interpreting Character	2: Reading the Weather		If/Then Social Issues Book Clubs		Multi-Genre Short Text Study		4: Historical Fiction Clubs		Poetry*
	1: Arc of Story	2: Boxes & Bullets Personal/Persuasive Essays		Emphasis on Revision	4: The Literary Essay		If/Then Fiction or Historical Fiction		If/Then TBD	
5	1: Interpretation Book Clubs	2: Moving Up Levels of Nonfiction		3: Argument/Advocacy Debatable Issues		Multi-Genre Short Text Study		4: Fantasy		Poetry*
	1: Narrative Craft	Grade 4 Unit 2: Boxes & Bullets Personal/Persuasive Essays		Emphasis on Revision	4: The Literary Essay		If/Then Fantasy		If/Then TBD	

K-5 MATH



DEEPER WORK IN THE COMING YEAR

- Continue to experiment in math and literacy with different approaches to coaching
- Examine other models
- Read extensively
- Refine drafts of ideas
- Consider staffing implications, adjust job descriptions
- Invest in professional development and the creation of shared systems
- Include principals, administrative council, content specialists, and others
- Share model broadly with district