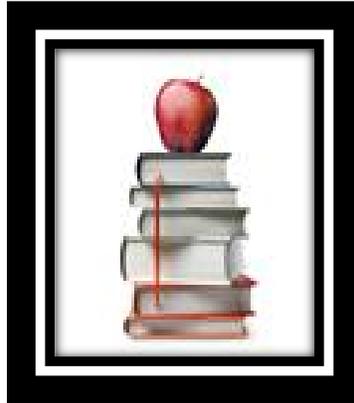


CURRICULUM MANAGEMENT PLAN

2013-2014



MOUNT PLEASANT COTTAGE SCHOOL UFSD

Overview

The purpose of the Curriculum Management Plan is to provide the necessary guidance to fulfill the requirements of Board of Education Policy 8110. The plan outlines the expectations, processes and procedures to be utilized in the development, delivery, evaluation and revision of the district's written, taught and tested curriculum. It also provides connections to professional development, resource allocation, technology and facilities planning.

Philosophy

The Board of Education recognizes that the essential role of Mount Pleasant Cottage School is to provide students with the knowledge, skills and attitudes necessary for them to be successful in society. Furthermore, it is understood that each student is unique, thereby requiring differentiation in instructional approaches to meet common standards and expectations.

Roles and Responsibilities

Board of Education

- 1) Establishes policies that support on-going curriculum development and evaluation needed to increase student achievement.
- 2) Adopts a budget that provides for the development, implementation, training and evaluation of curriculum and instruction.
- 3) Adopts textbooks as instructional resource to teach the curriculum.
- 4) Communicates the Board's curricular expectations.

Superintendent

- 1) Implements Board policies related to curriculum.
- 2) Annually reports to the Board concerning implementation.
- 3) Recommends a budget to support curriculum design, delivery and evaluation.
- 4) Engages in and ensures implementation of strategic planning for all aspects of curriculum management.
- 5) Organizes and facilitates the design and review of curriculum.
- 6) Ensures the coordination of technology, facilities planning, and professional development with curriculum management.

Principal

- 1) Serves as instructional leader and monitors the implementation of curriculum delivery through:
 - Walk throughs
 - Formal observations
 - Review of lesson plans
- 2) Provide opportunities and leadership for teachers to collaborate through Professional Learning Communities (PLC's) to review assessment data, set goals and plan for continuous improvement in the design, delivery and assessment of curriculum and student learning.
- 3) Identifies Professional Development needs.

Teachers

- 1) Implements the district curriculum.
- 2) Plans classroom instruction that satisfactorily addresses all components of an approved quality lesson plan.
- 3) Be aware of and utilize best practices in instructional delivery including student engagement, Marzano's high yield instructional strategies, differentiation and assessment practices.
- 4) Regularly assesses student learning and modifies practice accordingly.
- 5) Constructively contributes to the design, evaluation and revision of the district curriculum.

Components

Written Curriculum

The written curriculum is defined as those standards, goals and objectives that students are to achieve and teachers are to teach. It is aligned with NYS, Common Core and local standards as well as the taught and tested curriculum/standards. The written curriculum will have the following characteristics:

- It is based upon a set of non-negotiable relevant and challenging student objectives that is aligned vertically K -12 and horizontally (within an instructional level).
- It has an articulated scope and sequence of essential learning for each course of study.
- It guides decisions on the acquisition of curricular resources.
- It is accessible and manageable.
- It is assessed regularly using student achievement data.
- It emphasizes mastery of basic skills in reading, writing and mathematics.

Taught Curriculum

The taught curriculum is defined as the instructional process which includes how teachers plan; organize and deliver the written curriculum. Specific instructional strategies are utilized to maximize students acquisition of the objectives articulated in the written curriculum. It is expected that the teacher develops written lesson plans that are tightly aligned with the written curriculum. The taught curriculum will have the following characteristics:

- Expects all students to perform at their best
- Provides for differentiation to meet student's unique needs and abilities.
- Utilizes research based best practices that match instructional strategies to content and assessments.
- Maximizes student engagement and active participation.
- Identifies multiple resources that support students in the written curriculum.
- Is sequenced and scaffolded to provide support and challenge.
- Has multiple opportunities to recognize student success.

Tested Curriculum

The tested curriculum is defined as the formal and informal assessments used to evaluate student progress on achievement of the standards, goals and objectives articulated in the written curriculum. The data gathered from the tested curriculum has the multiple uses of monitoring student's progress toward mastery, informing instructional practice, evaluating instructional effectiveness and alignment with standards, and communicating progress. The tested curriculum will have the following characteristics:

- It is composed of pre-assessment, formative assessment and summative assessment.
- It will align in context and format with required state assessments.
- It will be used to inform instructional practice and necessary student interventions.
- It will provide multiple opportunities for students to demonstrate learning progress.

Processes

Design and Development

The Mount Pleasant Cottage School UFSD will have a fully developed curriculum which is aligned vertically (K-12) and horizontally (subjects across a grade level) as well as with NYS, National, Common Core, and Local Standards. Design and development of curriculum will include:

- Analysis of NYS, Common Core, National and Local Standards.
- Analysis of all standardized testing used to measure student progress.
- Analysis of student assessment data.
- Study of best practices, latest research and model programs.
- Team approaches to the development of all documents (guides, scope and sequence, unit plans and assessment tools).
- Review of instructional resources and strategies.
- The use of common formats and information management systems.
- Multiple opportunities for feedback from all stakeholders.
- Regular Board of Education updates.

Monitoring

The quality of the written, taught and tested curriculum will be monitored at multiple levels and through multiple means including:

- Student achievement, data desegregation (i.e., school, grade, class) and comparisons (i.e., local, state, norm-referenced), analysis by classroom teacher, grade level, PLC teams, building level, or by district level.
- Observation of classroom practice.
- Analysis of lesson plan quality.
- District-wide auditing utilizing PDK audit criteria.
- Conferences and interview with a variety of stakeholders.

Review and Revision

In order to ensure that the written, taught, and tested curriculum reflects current standards and meets the needs of students it will be reviewed and revised (if applicable):

- At regularly scheduled intervals of no more than 5 years.
- When NYS standards change
- When NYS assessments change
- When student outcome data suggests that standards are not being met when aggregated at grade level for greater.

Products

The following information management tools are used by the district to facilitate design and development, implementation and mentoring of the curriculum:

- Atlas
- Castle Learning
- iObservation
- Success Maker

The following documents are used as a guide and for the design and development, implementation, and monitoring of the Mount Pleasant Cottage UFSD curriculum:

- Attachment 1 BOE Policy 8110
- Attachment 2 K-12 Curriculum Map
- Attachment 3 Example of Scope Sequence
- Attachment 4 Lesson Plan Template
- Attachment 5 Principal Walkthrough Template
- Attachment 6 Lesson Plan Review Template

Supports

Professional Development

The district will provide a robust and differentiated professional development program that supports the design, development, implementation and evaluation of the written, taught and tested curriculum. The professional development decisions will be based upon individual and collective needs determined by evaluative measures of student and teacher performance in accordance with the district approved APPR. The professional development programs will consistently utilize:

- Research based best practices including Marzano's Instructional Strategies and Universal Design for Learning.
- NYS and Common Core Standards and the corresponding assessment instruments.
- Training in the use of technology that enhances instructional practice, organizes data collection and assists in data informal decision making.
- Provides opportunities for collaboration.
- Is responsive to professional's requests and needs.
- Is supportive of district goals.
- Provides specific guidance and assistance for lesson planning.

- Allows for supportive feedback.

Technology

The district will continue to research and invest in proven technology to enhance instructional decision making, instructional delivery and student achievement. The technology plan will be developed and revised in such a way as to support and enhance the Curriculum Management Plan. The technology plan will be inclusive of and responsive to the various stakeholders of the district and focus on improving effectiveness and efficiency in support of the district's mission.

Financial

The district is committed to providing the maximum level of resources for the instructional program and is driven by student outcomes. Cost benefit analysis is regular and on-going in order to inform budgetary decisions.

Facilities

The facilities plan reflects the instructional program in terms of the provision of a safe, orderly and welcoming location that provides the necessary infrastructure to support student learning and the programs required by student need. The facilities plan will also support equitable programming opportunities for all youth served by the district.

GLOSSARY OF TERMS

Alignment	The agreement (match) of the written, taught, and tested curriculum; the vertical alignment refers to agreement throughout the PK-12 system: horizontal alignment refers to agreement within a grade level or course.
Articulation	The curriculum is focused and connected vertically from one grade level to the next or from one school to the next.
Curriculum of Alignment	Teach what is tested; the skills, knowledge, and information required of students for success on an assessment.
Context Alignment	Teach in the way the skills are tested; the format or testing protocol students must follow for success on an assessment.
Curriculum	The knowledge, skills, attitudes, and processes to be written, taught, and tested at the appropriate levels/areas or courses.
Data-driven Instruction	The use of student achievement data and other learning data to guide instruction, set goals, and monitor programs and curriculum.
Data Disaggregation	The act of taking test items and breaking them into smaller components, skills, knowledge, and content for teaching in smaller pieces and from which to adjust the curriculum or the work plan so that teaching changes as a result. Such changes may include or exclude different content, may spend more time on certain areas to teach, and may alter the scope and/or sequence of curricular content.
Depth and Complexity	<p>Depth – exploration of content within a discipline; analyzing from the concrete to the abstract, from the familiar to the unfamiliar, known to the unknown; exploring the discipline by going past facts and concepts into generalizations, principals, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, ethical considerations.</p> <p>Complexity – extending content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and/or disciplines; examining relationships in, between, and across disciplines over time, and from multiple points of view.</p>
Instruction	Focused and connected teaching; the process used by the teachers to implement the curriculum.
Instructional Targets	Student skills/competencies expected for mastery of a course or discipline.

Scope and Sequence	Refers to what it is students are to learn (scope) and the order in which those are to be taught (sequence).
Taught Curriculum	Refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of study, lesson plans, and/or approaches to instruction.
Tested Curriculum	That portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress towards mastery of the written curriculum.
Written Curriculum	The standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives, which are aligned to district developed assessments, suggested timeframes, examples of instructional strategies, aligned resources, correlations to TAKS, and a scope and sequence.

Compiled from Deciding What to Teach and Test by Fenwick English (2002).