

Curriculum and Professional Development 5+ Year Plan

February 2019

Cal

Building A Road Map Toward Excellence
Caledonia Community Schools

Cal

Curriculum

cur-ric-u-lum
Dictionary result for curriculum
/kəˈrɪkyələm/
noun

1. the subjects comprising a course of study in a school or college.
2. "course components of the school curriculum"

- Curriculum captures what a district and school defines as **essential**.
- Curriculum is based on key concepts (**standards**) and skills.
- Curriculum **integrates** with related initiatives.
- Curriculum uses the textbook, literature, or readings as **resources**.
- Curriculum is what should and does happen in the **classroom**.

Cal Curriculum Department

Key Responsibilities

- Guaranteed and Viable Curriculum
 - Articulate the Intended Curriculum and Support the Implemented Curriculum
- District and School Improvement Process
- Professional Development Coordination
- Resource Review and Selection
- State and Local Assessment Management
- Data Collection and Analysis
- State and Federal Programs and Reporting

Curriculum Department Members


- Janel Switzer, Director of Curriculum
- Kelly Clark, Administrative Assistant
- Sarah Lane, Early Literacy Coach

Cal Guaranteed and Viable Curriculum: Intended Curriculum

“The first school-level factor is a “guaranteed and viable curriculum.” I rank this as the first factor, having **the most impact on student achievement**. A guaranteed and viable curriculum is primarily a combination of the factors “**opportunity to learn**” and “**time**”.

-Dr. Robert Marzano “*What Works in Schools*”

District Curriculum Maps provide teachers and students the resources to ensure all students have access to high quality learning in a systematic manner, including pacing within and across school years.

Caledonia Community Schools 				
Reading Curriculum Map - 2nd grade				
Link to 90/120 minute Block Definition/Resource Guide				
Link to ELA Standards				
Unit Pacing	Standards	Proficiency Scales/Learning Targets	Resources	Assessment
Number of weeks/Defined Months	List all covered standards	Link to scales	List Resources	Due Date and Link to assessment

Empower and equip all persons to achieve their best by ensuring the highest quality system of learning.



Curriculum Mapping Timeline

2019-2020

- English Language Arts K-12
- Science K-12

2020-2021

- Mathematics K-12

2021-2022

- Social Studies K-12
- Electives K-12



Community Curriculum Maps will be posted on the CCS website for public viewing.

Comprehensive Curriculum Maps will be posted on the CCS Staff Portal for staff use.



Guaranteed and Viable Curriculum: Enacted and Attained Curriculum

From Plan to Action: Monitoring the Curriculum

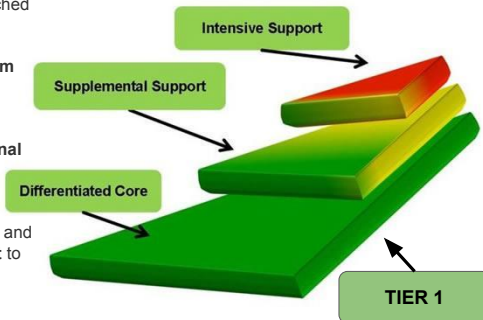
- Ongoing high quality professional development
- Professional Learning Communities
- Curriculum and Resource Review Cycle
- Continuous System Data Review
 - Ongoing **Classroom** data gathering
 - **Grade Level/Course** Instructional Goal Setting
 - Common **District Unit** Assessments
 - District **Nationally-Normed Benchmark** Assessments (NWEA)
 - **Fidelity** of Implementation Assessments (R-TFI and PBIS-TFI)
 - **State Summative** Assessments (M-STEP/SAT)
- 2019-2020 Assessment Audit to ensure alignment



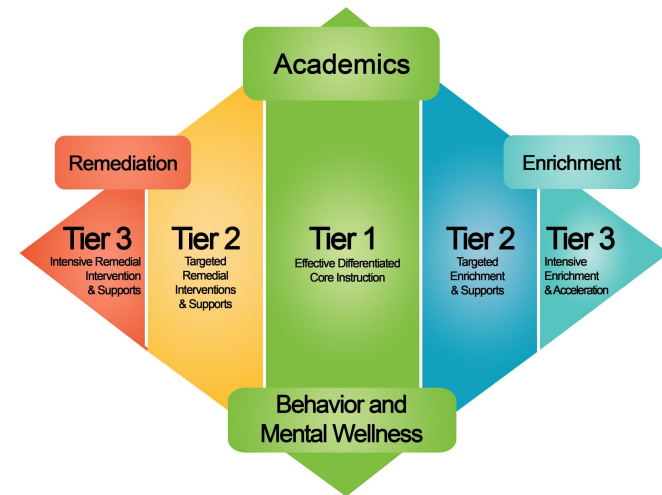
Guaranteed and Viable Curriculum: Multi-Tiered System of Supports

MTSS: Tier 1 Instructional Program

- **All students** receive instruction within an evidence-based, scientifically researched core program
- Synonymous with the **core curriculum** that is typically aligned with state standards.
- Delivery of a **high-quality instructional program** that has **established outcomes**.
- Teaching staff must receive sufficient and **ongoing professional development** to deliver the Tier 1 core instructional program in the way it was designed.
- **75%–80%** of children should be expected to reach successful levels of competency through Tier 1 delivery.



Guaranteed and Viable Curriculum: Multi-Tiered System of Supports





Curriculum Review Cycle

Caledonia Community Schools Curriculum Review Cycle

The Caledonia Curriculum Review Cycle provides a process to review and ensure the implementation of all MDE academic standards. This process aligns instruction, curriculum and assessment in all disciplines. Through this work, technology is also to be integrated across all disciplines. When MDE adopts new standards in a subject area, the curriculum review cycle may be revised to accommodate the changes.

		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Language Arts	Research and Review Standards and Instruction	Initial Implementation	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Program Evaluation	Research and Review Standards and Instruction
Math	Research and Review Standards and Instruction	Initial Implementation	Initial Implementation	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust
Science	Research and Review Standards and Instruction	Initial Implementation	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Program Evaluation	Implementation: Monitor and Adjust
Social Studies	Research and Review Standards and Instruction	Initial Implementation	Initial Implementation	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust
Art					Research and Review Standards and Instruction	Initial Implementation	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust
Music					Research and Review Standards and Instruction	Initial Implementation	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust
Health and Physical Education					Research and Review Standards and Instruction	Initial Implementation	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust
World Languages					Research and Review Standards and Instruction	Initial Implementation	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust
Technology and Business				Research and Review Standards and Instruction	Initial Implementation	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust
Social Emotional Learning	Research and Review Standards and Instruction	Initial Implementation	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust	Implementation: Monitor and Adjust



District and School Improvement: Supporting Student Performance

School Improvement Framework 2.0



Strand 1: Teaching for Learning

- STANDARDS
1. Curriculum
 2. Instruction
 3. Assessment



Strand 2: Leadership for Learning

- STANDARDS
4. Instructional Leadership
 5. A Culture for Learning
 6. Organizational Management



Strand 3: Professional Learning Culture

- STANDARDS
7. Professional Learning Culture
 8. Professional Learning System



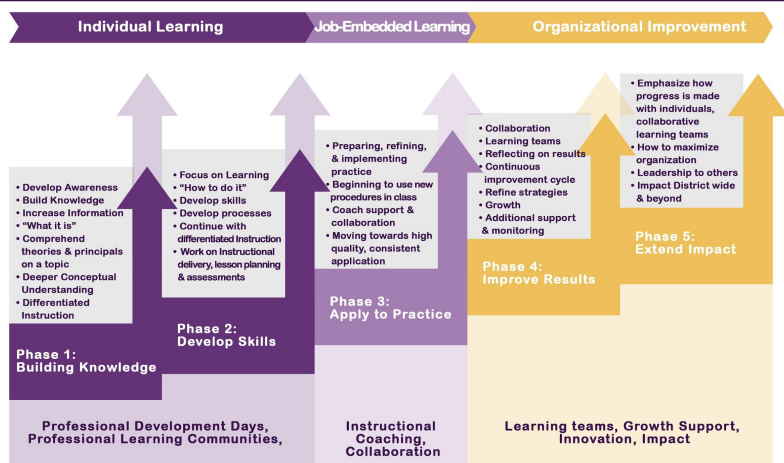
Strand 4: School, Family and Community Relations

- STANDARDS
9. Communication
 10. Engagement

http://www.michigan.gov/documents/mde/School_Improvement_Framework_2_-_07-28-14_465125_7.pdf



Professional Development : Planning and Implementation



School Improvement: From Plan to Action

District Provided Professional Development

Section 380.1527 of Michigan's Revised School Code requires school districts to provide 5 days (6 hours/day for a total of 30 hours) of professional development to all teachers each year. District "provided" means professional development offered in compliance with state law and/or that the district has supported the teacher either by providing a substitute teacher, paying conference or workshop expenses or registration fees, or providing released time for attendance at professional development activities. This includes time provided for teachers to work in professional learning communities, examining actual student data in their own school.

Caledonia
Community Schools
Professional Development Plan



2019

"In pursuit of excellence, Caledonia Community Schools will empower and equip all learners to achieve their best by ensuring the highest quality system for learning"

Cal CCS Professional Development Plan: Sample Initiatives

Initiatives	Topics	Timeline
Marzano Instructional Framework and Evaluation Tool	<ul style="list-style-type: none"> • Marzano Instructional Framework and Evaluation 	Multiple Years-Ongoing
Multi-Tiered System of Supports	<ul style="list-style-type: none"> • District and Building Leadership Teams • Data Analysis 	Multiple Years-Ongoing
Data & Assessment	<ul style="list-style-type: none"> • State and Local Student Assessments 	Multiple Years-Ongoing
Best Practice and Compliance	<ul style="list-style-type: none"> • Special Education/Programs • Professional Learning Communities • Technology Integration • Emergency Operating Procedures 	Multiple Years-Ongoing
English Language Arts:	<ul style="list-style-type: none"> • Reading, Writing, Speaking, Listening 	2019-2022
Mathematics	<ul style="list-style-type: none"> • Adopt and Implement District Curriculum and Common Resource 	2019-2023

Cal CCS Professional Development Plan

Current Professional Development

- 1 full day before school
- 4 half days during the school year
- Some workshops and trainings during school days with substitutes
- Some common planning time at Elementary and Middle Schools
- 1 Early Literacy Coach shared between 6 schools
- District-created Google Professional Development Management and Tracking

Ideal Professional Development Plan

- 3 full days before and during the year
- 4 half days during the year
- Continued workshops and trainings during school days with substitutes
- Consistent common planning time at all schools
- Grade level/department meetings
- One Literacy Coach at each elementary (5)
- One shared secondary Literacy Coach (1)
- One Math/Science Coach at all secondary schools (3)
- Two shared elementary Math/Science coaches (2)
- Curriculum Coordinator (State and Federal Programs, Enrichment, MTSS)
- Summer Learning Institute
- Individual Learning Plan for all staff
- Systematic Integrated PD Management and Tracking System

Cal Curriculum & Professional Development: Financial Impact

Current Annual Expense

- Instructional Resource Purchases: \$400,000
- Literacy Instructional Coach: \$100,000
- Training Costs: \$100,000
- Additional costs included in current staffing agreements
 - 1 full day and 4 half days Professional Development
 - Some common planning time

Ideal Annual Expense Estimate

- Instructional Resource Purchases: \$400,000
- Literacy Instructional Coaches: \$500,000
- Math/Science Instructional Coaches: \$800,000
- Training Costs: \$100,000
- 2 Additional Professional Development Days: \$TBD
- Common Planning: \$TBD
- Curriculum Coordinator: \$100,000
- Curriculum and Professional Development Management System: \$30,000

Cal Curriculum & Professional Development: Financial Impact

Current and Potential Revenue Sources

CCS currently uses many revenue sources to support curriculum and professional development. We propose to revise the budget over time to achieve the ideal plan.

- General Fund
 - Professional Development, Textbook and Resources
- Enhancement Millage
 - Textbook and Resources
- 31a State Funds (State): At-Risk
 - Supplemental Staffing and Resources
- Early Literacy Grant (State)
 - Early Literacy Coach
- Title I (Federal): At-Risk
 - Caledonia Elementary, Dutton Elementary, Duncan Lake Middle School
 - Supplemental Staffing and Resources
- Title II (Federal)
 - Supplemental Professional Development
- Title III (Federal): English Learners
 - Supplemental Staffing and Resources
- Title IV (Federal): Student Support and Academic Enrichment
 - Professional Development: Technology Integration



A High Quality System for Learning: Supporting the “Whole Child”

The “**whole child**” is a unique learner comprised of interacting dimensions, such as cognitive, physical, behavioral, social and emotional. The whole child lives within multiple and interconnected environments including home, school, and community.

-Michigan Department of Education

All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. **A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success.**

-ASCD (Formerly the Association for Supervision and Curriculum Development)

