

Curriculum Management Plan

Introduction:

This Frontier Regional and Union #38 School Districts' curriculum management plan governs what students will be taught in each subject and grade level in the district. Central to the curriculum management plan are the objectives that specify what is taught. This curriculum management plan enables Frontier Regional and Union #38 School Districts' curriculum to be aligned both vertically and horizontally. Vertical alignment ensures that learning objectives progress logically from grade to grade while horizontal alignment ensures that students in different classes and at different levels focus on the same objectives. Finally, systematic alignment ensures that all of our districts' schools focus instruction on the same standards and objectives.

Mission Statement: *Building dynamic learning communities, one student, one teacher, one family at a time.*

Vision Statement: Vibrant, collaborative, engaging, and inclusive learning communities promoting the growth of every student.

Values and Beliefs:

The district curriculum is designed and delivered using a standards-based approach having the following premises:

Learning

Student learning

- *Actively engaged, supported and challenged*
- *Involved in collaborative learning*
- *Engaged in tasks that require higher order thinking*
- *Encouraged to be creative*
- *Contributors in the creation of safe, and respectful learning environments*

Curriculum and Instruction

- *Differentiated to meet learner needs*
- *Promotes cultural competence*
- *Informed by student achievement data*
- *Reflective of current research on teaching and learning*
- *Aligned with state and/or national curriculum standards.*

Assessment

- *Formative to inform instruction*
- *Summative to measure learning*
- *Varied (normative, criterion based, and teacher created)*

Collaboration

- *Collaborative Learning Communities (teachers, schools and community)*
- *Reflective practice*
- *Continuous learning for all members of the school community*

Community Engagement

- Family engagement
 - Two way communication between families and schools.
- Building community partnerships

Curriculum Alignment

Curriculum alignment can be defined as a process of aligning the written, taught, and tested curriculum. There is curriculum alignment when: teachers are instructing using the written curriculum; assessments are aligned to the written and taught curriculum, and the written curriculum is used to guide decisions about materials, textbooks, and professional development.

Written Curriculum

Written curriculum is defined as those standards, goals, and objectives students are to achieve and teachers are to teach. It contains objectives which are aligned to state standards, developed assessments, suggested timeframes, instructional strategies, and aligned resources.

Taught Curriculum

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 for teaching the written curriculum.

Tested Curriculum

Tested curriculum is that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum.

Curriculum Design and Development

Curriculum Review Cycle: Each of the content areas will undergo a formal review every four years. On going curriculum updates and revisions are conducted by teams of faculty throughout the school year.

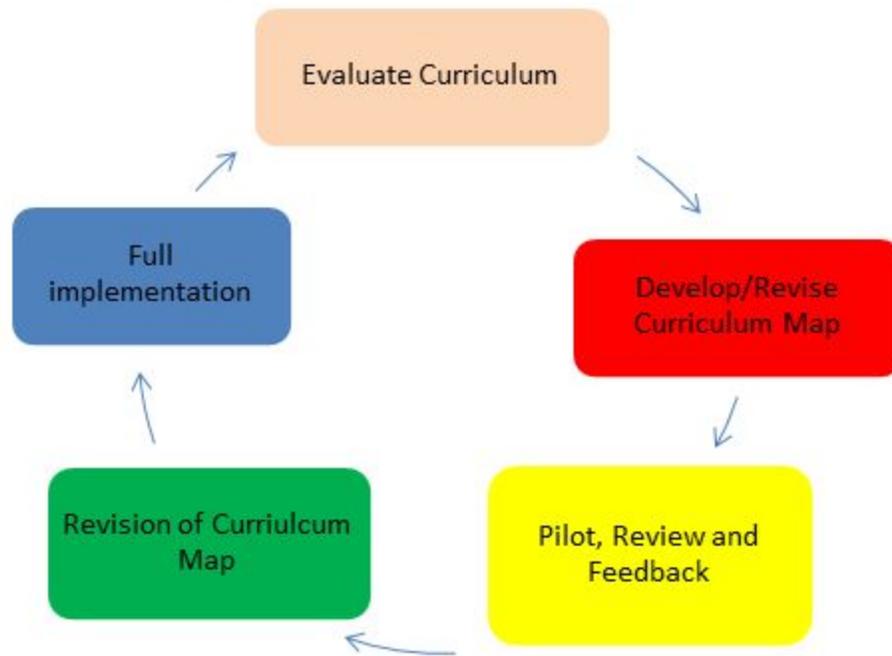
Review Process:

- Identify curriculum area to be reviewed (see chart below)
- Identify curriculum review team
- Examine relevant data and standards
- Identify effective practices and trends in the field
- Review relevant resources
- Draft revised map using the district format and on-line tool

Curriculum Review Start Date

Grade Span	ELA Writing	ELA Reading	Math	Science	History/ S.Studies	Arts	Health and PE	Tech.	F. Lang or ELL
PK-6	2013/14	2015/16	2014/15	2016/17	2017/18	2015/16	2015/16	2014/15	2015/16
7-8	2014/15	2014/15	2015/16	2013/14	2015/16	2014/15	2015/16	2015/16	2014/15
9-12	2015/16	2015/16	2013/14	2014/15	2015/16				

Stages of Curriculum Development:



Curriculum development cycle is a continuous process. Curriculum is mapped using the Rubicon Atlas on-line curriculum mapping program. It is expected that faculty will use the system to implement and differentiate the curriculum to meet their students' needs. Because the curriculum is provided in an on-line format teachers have the opportunity to add resources and revise timelines as appropriate.

Roles and Responsibilities:

- School Committees: Create and adopt policies to guide the curriculum development, review and implementation. Ensure adequate funding to support the adopted curriculum.
- Superintendent: Provides instructional-leadership by supporting the development and implementation of the written curriculum.
- District Curriculum Coordinators: Plan, organize, and lead the curriculum development and revision process. Collaborate with school leaders to evaluate implementation
- District Special Education Director, Early Childhood Coordinator: Provide instructional-leadership by supporting the development and implementation of the written curriculum.
- District Business Manager and Technology Director: Ensure resources for the development, monitoring and implementation of curriculum.
- Principals: Monitor and support curriculum implementation.
- Teachers: Participate in all components of the Stages of Curriculum Development. Implement the written curriculum.

Components of District Curriculum

Course Description: Identifies key understandings, strategies, and skills to be addressed by the course (7 - 12) or subject area (PK - 6)

Unit Calendar: Provides a suggested timeline for curriculum implementation for the course.

Components of District Curriculum Maps

Stage 1: Desired Results	
Unit Overview	
<p>Essential Questions/Enduring Understandings: Essential Questions help us to organize our thinking and approach curricular design through creative choice that highlight the focus of a course or a unit of study Enduring Understandings are based on the big ideas that have lasting value beyond the classroom</p>	
<p>MA Curriculum Frameworks & National Standards Identifies specific standards addressed in the unit to ensure curriculum alignment</p>	<p>Learning Objectives/Goals/Skills What we want students to know, understand, and be able to do.</p>
<p>Prerequisite Skills: The concepts and skills that the unit builds upon.</p>	<p>Vocabulary A list of key-words and phrases associated with the unit.</p>
Stage 2: Assessment/Evidence	
<p>Evidence of Learning: How students demonstrate their understanding skills and strategies, they have acquired.</p>	
Stage 3: Learning Plan	
<p>Sample Learning Activities: The activities that will promote learning.</p>	<p>Resources: Materials, print and electronic as well as other sources drawn upon for instruction.</p>
<p>Instructional Strategies: Various approaches to teaching content including differentiation strategies, means of presentation, and grouping.</p>	

Curriculum Philosophy

The Frontier Regional/Union #38 School Districts' curriculum is derived from national, state and local standards. The district curriculum maps in every content area must include:

- A focused set of precise student objectives/student expectations and standards
- A reasonable number of objectives so the student has adequate time to master the content
- Include multiple contexts (form of student engagement) and cognitive types (Blooms level)

Assessment of Curriculum Effectiveness

The effectiveness of the district curriculum will be measured through the analysis of multiple data sources including, but not limited to; Student performance on standardized assessments, both normative and criterion referenced, formative and summative assessments, rubrics, unit based quizzes and tests, and performance based assessments. These assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.

Curriculum Delivery

Differentiation: District curriculum maps will identify and describe specific strategies for differentiating instruction to meet the learning needs of all students.

Assessment data use: Teacher teams, under the direction of district curriculum directors, will use a range of student assessment data, both classroom based, and district wide, to make decisions about the written curriculum and instruction.

Program Evaluation: The district will conduct program evaluations, for each district program every four years. The evaluations, conducted by teams including district administrators and teachers, will use guidelines for evaluating programs published by MA DESE.

A Professional Development Plan will outline a comprehensive staff development program linked to curriculum design and its delivery. (See Professional Development Plan)

Monitoring Curriculum Implementation: District administrators will use an online monitoring program, My Learning Plan, as part of the adopted district educator evaluation system. The system includes classroom observation tools, educator rubrics and data analysis tools. Each educator will be observed a minimum of four times a year. Additionally administrators will conduct whole school walk throughs at least five times during the school year to collect school wide data about the district curriculum delivery.

Communication Plan: District administrators will communicate district curriculum through the publication of the online curriculum maps. Teachers and administrators will have access to all portions of the curriculum maps at every grade level. Portions of the maps will be made available to families and the community through clearly identified links visible on each of the school websites.

