Department of Curriculum and Instruction

2016-2019 Curriculum Project Work Plan
Addressing McREL Curriculum Audit Recommendations

School Board Work Session

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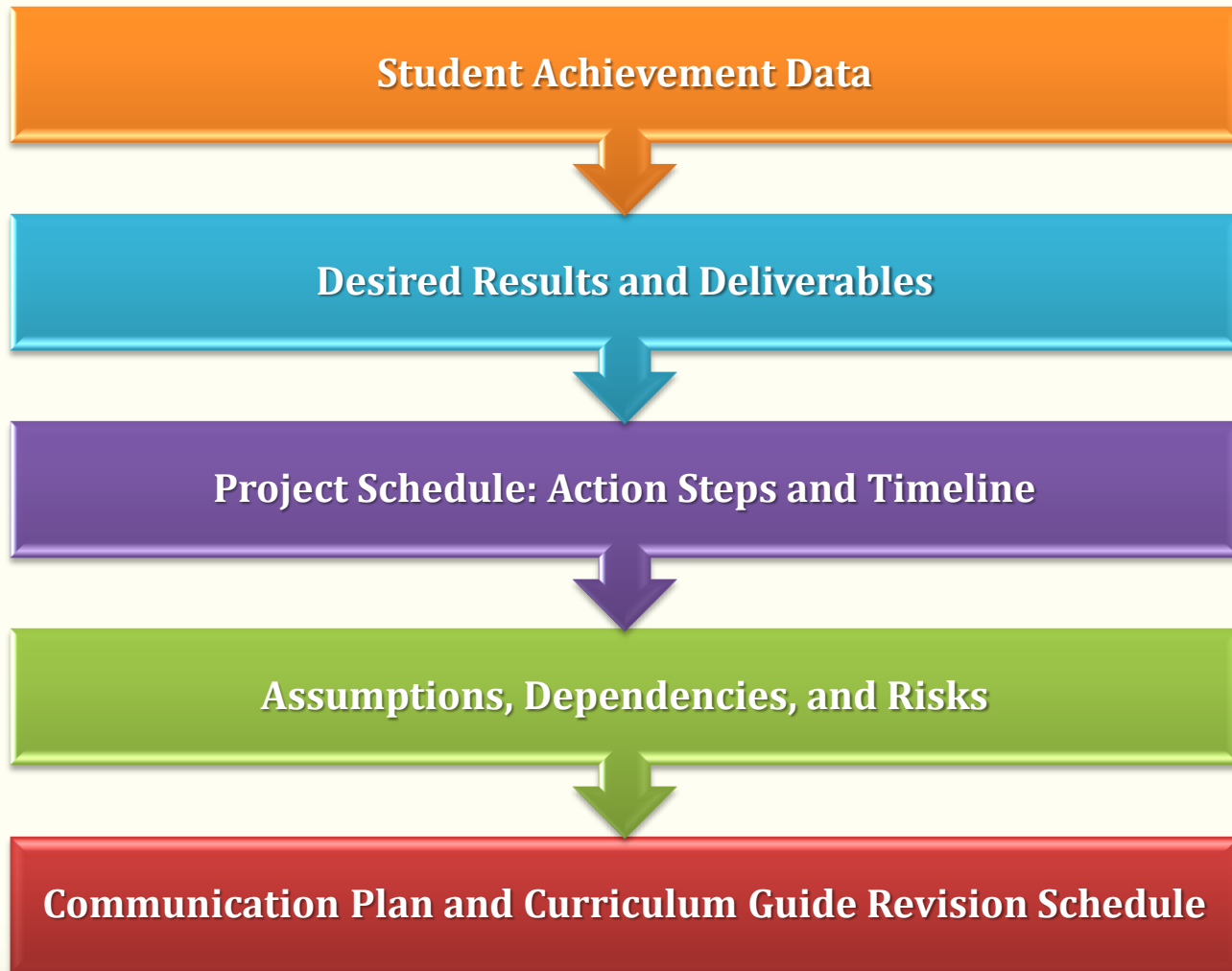**September 29, 2016**

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Essential Questions

1. What are the **key components** of the **Project Work Plan** that respond to the McREL audit recommendations?

2. What **student achievement data** will be used to monitor the impact of recommended changes as they are implemented?

3. What are the **desired results, deliverables, and action steps** that will extend from this process?

4. How might the project **assumptions, dependencies, and risks** associated with this plan impact outcomes?

5. Based upon the findings, **what are the next steps** to systematically implement the McREL recommendations?

Project Work Plan Components

Student Achievement Data

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Desired Results and Deliverables

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Project Schedule: Action Steps and Timeline

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Assumptions, Dependencies, and Risks

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Communication Plan and Curriculum Guide Revision Schedule

Student Achievement Data Sources

- ❑ **PALS Assessment: Grades K-2**

- ❑ **Standards of Learning (SOLs): Math, Reading, Science, Social Studies, and Writing**

- ❑ **Unit Transfer Tasks**

- ❑ **Algebra 1 by Grade 8**

- ❑ **Advanced Placement and Dual Enrollment Data**

- ❑ **ACT Performance Data**

- ❑ **ACPS Family Survey**

- ❑ **On-Time Graduation Rates**

McREL Audit Report Feedback

Commendations

- Curriculum guides include a common K-12 framework
- Curriculum guides include a variety of diverse learning experiences for students
- Useful literary recommendations
- Resources for differentiating instruction and executive function
- Integration of technology, essential questions, and key vocabulary

Recommendations

- Secure web-based searchable curriculum platform
- Involve teachers in developing lessons aligned to the Instructional Units
- Ensure VA SOLs are aligned with the Transfer Tasks and provide professional development
- Involve teachers in discussing curriculum supports for students with diverse needs
- Train all staff on the additional supporting documents
- Review professional development schedule, communication, and plan

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Desired Results

- ❑ Implement a **systematic and achievable process** for review and revision of curriculum documents, resources, and related assessments

- ❑ Increase **teacher voice** and **ownership** of the written and taught curriculum

- ❑ Guide teaching and learning to **promote alignment** with local, state, and national standards

- ❑ Provide professional development and support to help teachers **meet the needs of diverse learners**

2016-2017 Priorities: Work in Progress

Curriculum Development

- **Update written guides** to include a scope and sequence aligned to SOLs
- Update and explicitly align **Transfer Tasks** to revised SOLs
- Review, select, and develop a **web-based platform**
- Work with teachers to create additional **lesson planning resources**
- Select a **new Pre-K curriculum** aligned to early learning principles
- Eliminate **outdated or inactive hyperlinks** within the curriculum guides

Professional Development

- Facilitate **content-based teacher networks** to develop lesson planning resources
- Utilize the Curriculum and Instruction **Cross-Functional Professional Learning Community** to support lesson planning
- Provide professional development on the **use of data**
- Convene meetings with teachers of diverse learners to **discuss and share** curriculum
- Offer Content Academies and **school-based professional development**
- Conduct a Professional Learning **Needs Assessment**

2016-2017 Priorities:
Work in Progress

Specialized Instruction:
Accommodating for the Needs of Students with Disabilities

- Develop and conduct **professional development to enable teachers** to determine application of necessary accommodations for students with disabilities to access the ACPS curriculum and scaffolded transfer tasks
- Develop and conduct **professional development for co-teachers** related to topics of co-teaching
- Provide assistance in **developing lesson plans** incorporating specially designed instruction (SDI) strategies
- Provide **consultation and training** in the use of assistive technology to increase students with disabilities' access to the ACPS curriculum

Project Deliverables

Incorporate teacher voices in the curriculum revision process

Update ACPS written curriculum guides to reflect feedback from stakeholders and McREL report recommendations

Select and purchase a web-based searchable platform to house the ACPS curriculum

Provide professional development to support teachers in meeting the needs of diverse learners

Work with teachers to create exemplar lesson plans aligned to units

Project Schedule:
Update Written Curriculum

2016: Complete by December 2016

- Align and annotate Transfer Tasks with specific SOLs assessed

2016-2017

- Enhance written curriculum in collaboration with specialists from English Learner Services and Specialized Instruction

By June 2017

- Provide guidance for instructional sequencing and pacing of SOLs

By June 2017

- Select new Pre-K curriculum aligned to the Virginia Foundation Blocks for Early Learning

2016 - 2018

- Include teachers in vetting and developing lessons
- Review and revise Transfer Tasks to align with revised SOLs

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Project Schedule:
Develop Web-Based Platform

September 2016 - January 2017

- **Procure accessible and easy to navigate web-based curriculum platform**

January 2017 - May 2017

- **Customize platform and begin inputting sample Curriculum Units**

Summer 2017

- **Receive teacher feedback on platform**

Summer 2017 - Summer 2018

- **Transfer curriculum and resources to the new platform given prioritized courses and grade-levels**

Project Schedule:
Provide Professional Development

2016-2017

- Provide professional development on creating common, formative, performance-based, and summative assessments

Fall 2016 - Spring 2017

- Use professional development survey results to prioritize focus areas and opportunities related to the curriculum

2017

- Provide professional development for using blended learning when delivering instruction

Summer 2017 - continue as content is moved to the new platform

- Provide professional development on accessing the curriculum using a web-based platform

2016-2019

- Use professional learning structures to support teachers in planning effective and engaging classroom instruction

2017-2018

- Provide professional development to Pre-K teachers on the new Pre-K curriculum

Project Schedule:
Build a Bank of Lesson Plans

2016 - 2017

- Train school leaders and teachers in the design of viable lesson plans aligned with each unit
- Disseminate exemplary lessons as they become available

2016 - 2017

- Support Central Office Professional Learning Community to gather, refine, and disseminate exemplary lesson plans with supports for diverse learns

2017 - 2018

- Work with various departments, offices, and cross-functional teams to develop lesson plans and resources

2016 - 2019

- Collaborate with ACPS teachers to write high-quality lesson plans and resources that meet the needs of diverse learners

Project Assumptions

- ❑ A **viable curriculum** is essential for ACPS to achieve its **Mission**, **Vision**, and become a **High-Performing School Division**

- ❑ ACPS acknowledges the importance of **a curriculum as a system for promoting student achievement**, and values alignment among the written, assessed, supported, taught, and learned curricula

- ❑ An effective curriculum system provides teachers with **documents** and **related instructional resources** for every course in the school division

- ❑ A **viable curriculum** is essential for **achieving the objectives** identified in **Goal 1** of the **ACPS 2020 Strategic Plan**
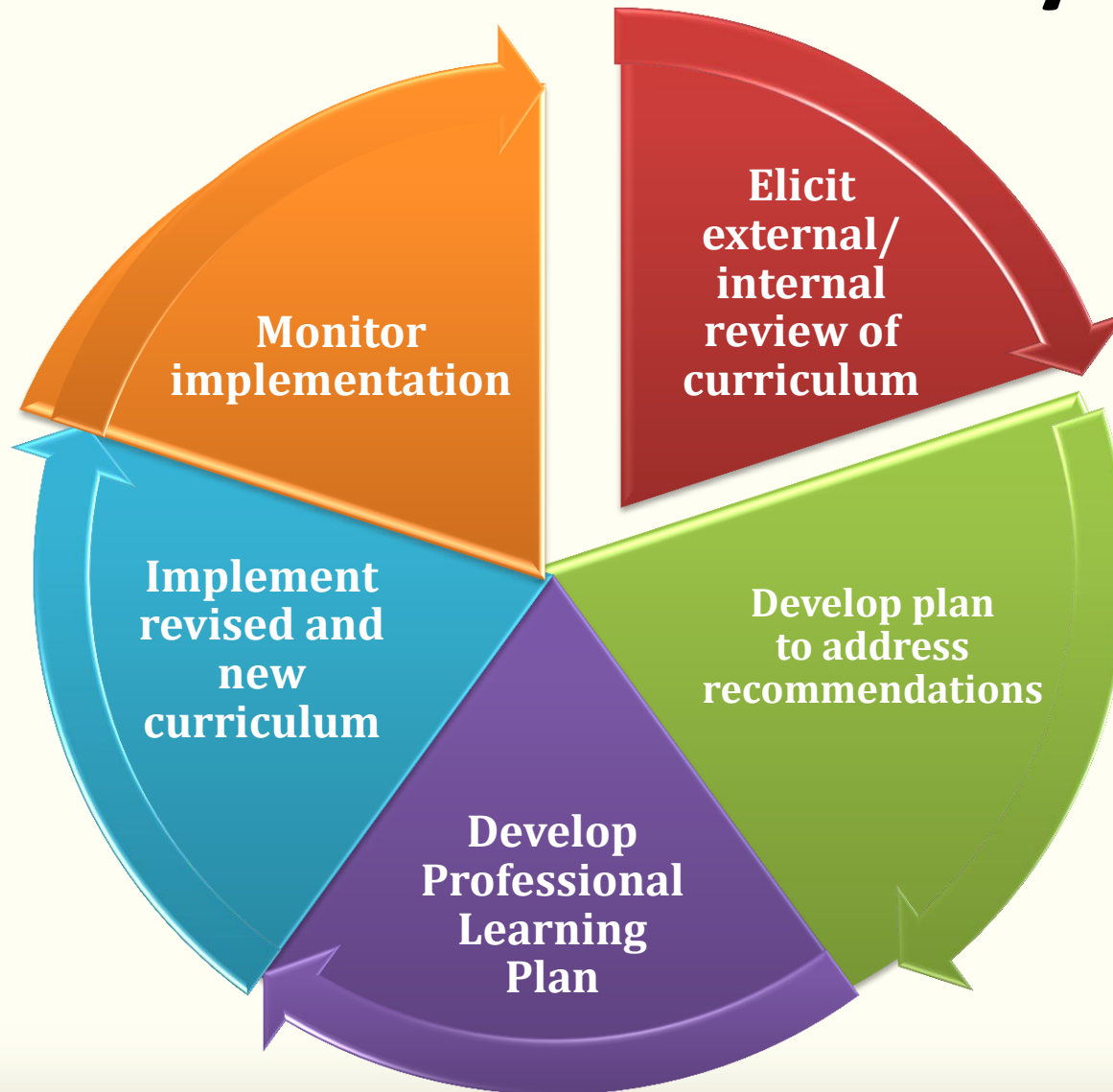
ASSUMPTIONS ➡

Project Work Plan Dependencies and Risks

- The scope of work extending from McREL recommendations requires extensive **staff time and resources**
- To ensure **teacher voice** in the curriculum is essential for feedback and implementation
- Time and honoraria must be available for teachers to help with curriculum **revision and lesson design**

- Competing priorities will require **balancing completing division-assigned responsibilities** and responding to the McREL recommendations
- Time for professional development related to curriculum implementation may **conflict with priorities identified in School Education Plans**
- **Effective implementation** of the written curriculum requires ongoing professional development as changes occur in the curriculum

Moving Forward: Curriculum Revision Cycle

Elicit external/ internal review of curriculum

Develop plan to address recommendations

Develop Professional Learning Plan

Implement revised and new curriculum

Monitor implementation

Questions and Discussion