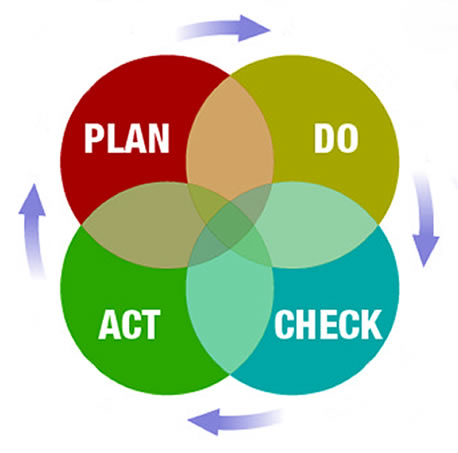
Laurens County Schools District-Wide

Curriculum Plan



Georgia District Performance Standards: LT1, 2, 3, 4, 5, and 6

AdvancED Standards for Quality: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, and 3.12

[Cite your source here.]

**Implemented**

**Curriculum**

**Intended**

**Curriculum**

**Assessed Curriculum**

**The Laurens County School District System-Wide Curriculum Plan is based upon Deming’s Plan, Do, Check Act cycle. This cyclical process provides a means for gaining valuable learning and knowledge for continual improvement.** [**https://deming.org/management-system/pdsacycle**](https://deming.org/management-system/pdsacycle)**.**

**The integral components of the curriculum for Laurens County Schools are presented in three categories:**

**1. The Intended Curriculum-Defines What We Plan to Teach**

**PLAN**

**DO**

**2. The Implemented Curriculum-Defines What We Do to Teach the Intended Curriculum**

**DO**

**Check-Act**

**3. The Assessed Curriculum-Defines How We Check and Act Upon Mastery of the Intended and Implemented Curriculum**

**It is designed to be a comprehensive plan that reflects the school system’s annual goals for teaching and learning. The plan includes specific strategies that insure a collective definition of academic rigor in classrooms system-wide.**

**In addition to Deming’s research, the Laurens County Schools Curriculum Plan is also built upon the work of John Hattie Visible Learning, Suzy Pepper Learning in the Fast Lane, Carolyn Downey et. Al 50 Ways to Close the Achievement Gap, and Curriculum Management System’s Six Standards.**

**Laurens County Schools**

Instructional

Expectations

**We Believe**

1. **Orientation/Engagement-Students are focused and involved in their own learning.**

What is the teacher doing? What are the students doing? Whole group/Small group

* Classroom management
* Team-Pair-Solo, Think-Pair-Share, Cooperative groups, Flexible grouping

1. **Curriculum- The planned learning activities are aligned in content, context, and cognition.**
2. **Content**- lesson being taught is aligned to standards and curriculum map

Standards- highly visible and referenced Essential Question- highly visible and **referenced throughout**

**the lesson.** The EQ Guides the lesson.

1. **Context**- resources and activities that support the standard or EQ
2. **Cognition**- rigor of the standard and the lesson being taught – do they match?

Depths of Knowledge (DOK) – levels 1, 2, 3, and 4

1. **Teaching Strategies, Practices, and Tools- Instructional practices, strategies, and**

**tools used by the teacher and/or students are directly aligned to the curriculum.** Including, but not limited to:

–**Vocabulary development-** new words are defined, discussed, and used in context.

Word walls should be interactive and referenced throughout the lesson.

-**Graphic Organizers-** a visual that helps students organize their thoughts and make connections.

**-Differentiation**- presentation and assessment of content in a variety of ways (content, process, and product - visual, auditory, kinesthetic) to meet the needs of all learners. Could be small group activities or differentiated tasks.

-**Technology-** tools used to support teaching and learning, for example

* Appropriate to content
* Software programs
* Videos, 20 minutes or fewer with an appropriate instructional guide
* Promethean boards, SmartBoards, Mimios, Elmos, Calculators
* Assistive technology for exceptional education students
* **Formative Assessment**- checking on students’ understanding throughout the lesson. Used to assess where students are in their thinking and to guide the teacher’s instructional decisions. May or may not be used for a grade. Assessments should be aligned to the standards with varied degrees of rigor. Examples may include:
* Ticket out the door, Checklist strategy (questions and a checklist)
* Thumbs up/thumbs down, Activities, Clickers
* Teachers’ questions/students’ responses
* **Summative Assessment**- checking on students’ mastery of the content at the conclusion of the unit. Should be aligned to the standards with varied degrees of rigor.
* **Activator-** connection from past lessons; sets the stage for new learning; helps with transition; preview new vocabulary
* **Summarizer**- a restating of key points of the lesson by the teacher and/or students. Summarizing should take place throughout the lesson and reference the EQ.

**IV**. **Walk the Walls-** **There is evidence of recent student work with teacher commentary.**

Examples: portfolios, projects, visuals, recent student work on walls

**V**. **Safety Concerns- The classroom is free from health or safety concerns.**

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| **Intended Curriculum** |

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| **Must Be:** |
| * **Communicated** * **Written** * **Spoken** * **Mapped** * **Supported** * **Assessed** |

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| **Consists Of:** |
| * **Standards GSE, WIDA, CCRS, others provided by GADOE** * **Objectives** * **Curriculum Maps/Pacing Guides** * **Lesson Plans TKES Standard 2: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.** * **Appropriate Rigor and DOK** |

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| **What It Looks Like in Practice:** |
| **Teachers are using common district curriculum maps.**  **Lesson plans are aligned to district curriculum maps.**  **Lesson plans include the use of data to address student needs and drive instruction.**  **Progress monitoring cards are kept up-to-date.**  **Effective use of Essential Questions and Learning Targets.** |
| **Implemented Curriculum** |

***Do lesson plans, conversations, and observations confirm that the intended curriculum is being taught or was taught?***

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| **Must Be:** |
| * **Accessible to All Learners** * **Reflective of District expectations with Balanced Literacy Implementation** * **Reflective of Scheduling Non-Negotiables Established by the District** * **Differentiated for All Learners and Based upon Data** * **Relevant** * **Engaging** * **Rigorous** * **Aligned to State Standards in Content and Depth of Knowledge** |

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| **Consists Of:** |
| * **Various Research-Based Instructional Strategies** (what the teacher does) * **Various Learning Activities** (what the student does) * **Use of Primary Instructional Resources provided by the District** * **Appropriate Grade Level and/or Subject Content** * **Differentiation that Addresses Individual Learning Differences** |

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| **What It Looks Like in Practice:** |
| **Essential Questions and Learning Targets are posted.**  **Differentiated groups based on data are evident.**  **Higher Order Thinking questions are part of instruction.**  **Instruction includes performance based activities.**  **Use of technology is evident.**  **Cross curricular connections are also evident.**  **Instructional strategies are of a variety and reflect the DOK or progress towards the DOK of the standard.**  **Appropriate supports are provided for all students.**  **There is clear evidence of both enrichment and remediation.** |

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**(Suzy Pepper Learning in the Fast Lane)**

**Research: John Hattie Visible Learning 2009**

* **Curricular characteristics highly correlated to increases in student achievement: Vocabulary Programs .67, Acceleration .88, Providing Formative Evaluation .9, Feedback .73 (.4 is equivalent to 1 year’s growth.)**

**“It is less the content of the curricula that is important than the strategies teachers use to implement the curriculum so that students’ progress upwards through the curricular content.”**

**“Teachers must collaborate on defining challenging expectations of progress through the curricular content and use of engaging strategies for instruction.”**

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| **Assessed (or Achieved) Curriculum** |

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| **Must Be:** |
| * **Aligned to State Standards in Content and Depth of Knowledge** * **Reflective of various diagnostic, formative, and summative assessment strategies** * **Valid and appropriate for the content and student population** * **Used to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents** |

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| **Consists Of:** |
| * **Pre/Post Assessments per Grade Level/Subject Content** * **Benchmarks Aligned to Specific Periods Reflected in Curriculum Maps** * **Frequent Formative Assessments** * **Summative Assessments** |

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| **What It Looks Like in Practice:** |
| **Data collection is constant.**  **Assessed curriculum is appropriate and aligned with Intended Curriculum and Implemented Curriculum.**  **Student work with effective feedback is evident.**  **Assessment is conducive with student reflection and teacher reflection.**  **Student progress monitoring cards reflect assessment results.**  **Common (system-wide) pre/post benchmarks and rubrics are utilized.**  **Collected data is analyzed to inform instructional practice.**  **Instruction and pacing are based upon data.**  **Common 9 weeks or term exams based on district-wide established curriculum maps.** |

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| **Curriculum Management Systems, Inc.’s Six Standards and 50**  **Essential Strategies of High-Performing Schools**  **1- No Implementation or Beginning Stages of Implementation**  **2- Intermittent or Inconsistent Implementation**  **3 Consistent Implementation**  **4- Consistent Implementation and Data Driven Monitoring Practices** | | **1**  **2**  **3**  **or**  **4** |
| **Standard** | **Strategies** | **Rating** |
| **Standard 1 Establish a well-crafted, focused, valid, and clear curriculum to direct teaching** | **1. Embed External Assessment Target Objectives in the Written Content Standards and Link Them to State Standards.** There is a written set of district curriculum content standards that embed all external assessments administered to students and that are linked to state standards/expectations for every grade/instructional level and course offered. |  |
| **2. Have Clear and Precise District Curriculum Objectives-Content, Context, and Cognitive Type.** The district curriculum objectives, aligned to external assessment objectives, provide clearly specified content (skills, knowledge, concepts, processes, attitudes, etc.) to be learned; the context in which the learning must be demonstrated, including the test format; the appropriate cognitive type to be mastered; and the standard of performance-that is, the degree of mastery required. |  |
| **3. Deeply Align Objectives From External Assessments.** Objectives based on external assessments are placed (embedded) in the curriculum in a deeply aligned manner (content, context, and cognitive type). |  |
| **4. Sequence Objectives for Mastery Well Before They Are Tested.** Objectives are placed in the sequence of learning at least 6 months to 1 year before the student must first demonstrate mastery on the external test. |  |
| **5. Provide a Feasible Number of Objectives to Be Taught.** There are a feasible number of objectives to be learned so that students can master them. A time range for each is noted. District time allocations for all subject areas/courses are in place from which to compare feasibility. |  |
| **6. Identify Specific Objectives as Benchmark Standards.** Some of the objectives have been identifies as district benchmark standards to be used as feedback for learning progress, program value, curriculum redesign, promotion, and so on. |  |
| **7. Place Objectives in a Teaching Sequence.** The objectives are developed in a teaching sequence rather than in the order of state standard/framework stands and are presented to teacher in the same manner. |  |
| **8. Provide Access to Written Curriculum Documents and Direct the Objectives to Be Taught.** The school-based administrators and teachers have in their possession current curriculum and instructional document (e.g. scope and sequence chars, courses of study, guides) for all curricular areas. Policy directs teachers to teach to the objectives and administrators to monitor their implementation. |  |
| **9. Conduct Staff Development in Curriculum and Its Delivery.** School-based staff members receive quality training in the curriculum scope and sequence and in the use of curriculum documents. |  |
| **Standard 2**  **Provide Assessments Aligned with the Curriculum** | **10. Develop Aligned District Pre-Post Criterion-Referenced Assessments.** For each objective, there are criterion-referenced assessment items aligned by content, context, and type of cognition. From these items the district has secure, district-level, pre-post assessments aligned with each district objective and external assessments. Practice assessment are also available. All assessment items for each objective are equivalent/parallel. These tests will be given to students at the appropriate instructional level. |  |
| **11. Have a Pool of Unsecured Test Items by Objective.** The district staff provide multiple, equivalent (unsecured) criterion-referenced assessments for each objective. These are provided to teachers for use in diagnosing prerequisite skills acquisition and mastery of objectives. |
| **12. Establish Secured Performance Benchmark Assessments.** The district staff provide secured performance benchmark tests that assess some of the objectives for each grade level/course. These are administered as pre-post tests at the begin inning of and near the end of the school year or at the end of each grading period. |
| **13. Conduct Assessment Training.** The district staff provide adequate training in classroom use of aligned assessments for directing classroom teaching. |
| **14. Use Assessments Diagnostically.** Teachers use the assessments to gain diagnostic data regarding student learning of the objectives (prerequisite skills acquisition and mastery), for program assessment, and to direct instruction. |
| **15. Teach Students to be “Test Wise.”** Teachers teach students test-taking skills that are aligned with the type of high-stakes tests being administered at the national, state, and district levels. |
| **16. Establish a Reasonable Testing Schedule and Environment.** The district staff and school staff provide a reasonable schedule of testing as well as a proper physical setting for all assessment situations. |
| **17. Disaggregate Assessment Data.** District assessments, as well as external assessments, are disaggregated by student, teacher, course/class/grade level, gender, race, socioeconomic level, and primary language and are used in making program and classroom decisions. |
| **18. Maintain Student Progress Reports.**  Teachers maintain individual student progress reports by district objectives; students sand parents are knowledgeable about the student’s progress on such objectives. |
| **Standard 3**  **Align Program Instructional Resources With the Curriculum and Provide Student Equality and Equity** | **19. Align Programs with the Curriculum to Ensure Congruity.** All formal and informal programs are investigated for their alignment with the district curriculum objectives, and modifications are made to ensure close alignment. |  |
| **20. Use Research and Data that Document Results to Drive Program Selection, and Validate the Implementation of Programs with Action Research.** Programs selected for use are research and data driven. Furthermore, the school staff members collect their own action research on the programs selected. |
| **21. Evaluate Programs to Determine Their Effectiveness in Strengthening Student Achievement of Curriculum Objectives.** Programs are evaluated to determine their effectiveness in facilitating student achievement on the curricular objectives. |
| **22. Align Textbooks and Instructional Resources with the District Curriculum Objectives and Assessment in Both Content and Context Dimensions.** The district staff have a process to ensure that textbooks and instructional resources are aligned with district objectives and assessments as well as other external assessments. Analysis includes deep alignment both at the content and context levels. |
| **23. Use Technology in Design or Selection Procedures to Ensure Strong Connections to System Learning expectations and Feedback.** Technology software is designed or selected on the basis of strong alignment with the content, context, and cognitive type of the district objectives and assessment and its potential to enhance the quality of instruction and learning. |
| **24. Provide Training in the Use of Instructional Resources and Their Alignment with System Curriculum Objective-Content, Context, and Cognitive Type.** Staff members have been provided quality training on the use of instructional resources in alignment with district objectives, with a focus on the content, context, and cognitive type of the objectives (or external assessment). |
| **25. Select or Modify Instructional Resources for Lessons to Ensure Full Alignment with System Objectives and Tested Learning.** Teachers select or modify instructional resources for lessons to ensure 100% alignment with the content and context of the district objectives and assessments including external assessments. |
| **26. Place Students in Programs and Activities in an Equitable Manner and with Equal Access to the Curriculum.** Students are placed in programs/activities in an equitable matter with equal access to the curriculum. |
| **27. Implement Effective Programs and Strategies with English Language Learners.** Effective programs and strategies for working with students whose primary language is not English are in place to focus on vocabulary development and reading comprehension approaches. |
| **Standard 4**  **Use a Mastery Learning Approach and Effective Teaching Strategies** | **28. Implement a Mastery Learning Model.** School-based administrators and all instructional staff have been trained in the mastery learning model and use it. |  |
| **29. Align Teaching with the Curriculum.** Teachers and other instructional staff align their teaching with the content and cognitive type and in the context specified by the district curriculum objectives and/or other external assessments, especially if the district objectives do not have this type of precision. |
| **30. Provide Differentiated Curriculum and Instruction as Well as Differentiated Time to Learn.** Teachers and other instructional staff modify their instruction to provide objectives at the right level of difficulty for each student abased on ongoing diagnostic assessment, provide differentiated instruction based on student learning needs, and teach prerequisite knowledge as needed. Teachers and other instructional staff provide differentiated time for students to master the objectives, recognizing that students learn at different rates. |
| **31. Provide Practice o Master the Curriculum.** Teachers and other instructional staff teach to individual student mastery of the objectives, providing ample practice opportunities over time for both short- and long-term mastery. |
| **32. Use Effective Instructional Practices.** Teachers have high engagement rates for all students and use a variety of effective instructional practices, such as smooth, efficient classroom routines; clear and focused instruction; brisk instructional pace and smooth transitions between activities; effective questioning techniques; feedback and reinforcement regarding their learning progress; practices that promote student success in classroom interaction; comparing, contrasting, and classifying; using analogies and metaphors; using nonlinguistic representations; providing for active engagement of students; high but realistic expectations for student learning and their own instructional practices, and so on. |
| **33. Use Powerful Vocabulary Development Strategies.** Teachers and other instructional staff purposefully incorporate powerful vocabulary development strategies throughout their teaching. |
| **34. Establish Individual Learning Plans for Low-Achieving Students.** Individual learning plans are developed for students who test data indicate are underachieving. Low-quartile students and/or “bubble” students are provided intensive assistance to remediate deficiencies. |
| **Standard 5**  **Establish Curriculum Expectations, Monitoring, and Accountability** | **35. Provide for High Expectations for Achievement for Each Student.** The superintendent, senior officers, school-based administrators, and instructional staff articulate strong expectations for high achievement for each student. |  |
| **36. Monitor the Curriculum.** Monitoring by district-level officials, including the principal’s supervisor, takes place regularly to determine the progress of the curriculum; school-based administrators work collaboratively with teachers in self-reflection. |
| **37. Visit Classrooms and Provide Follow-up.** Principals and/or other school-based administrators visit each classroom at least twice a week to monitor curriculum design and delivery alignment. |
| **38. Use Disaggregated Data in the Decision-Making Process.** The principal monitors teacher use of all test data and has disaggregated data appropriate for teacher use in decision making. |
| **39. Focus Staff Appraisal on Professional Growth.** The staff appraisal/evaluation process focuses on the professional growth of staff in the accomplishment of high student achievement. |
| **Standard 6**  **Institute Effective District and School Planning, Staff Development, and Resource Allocation, and Provide a Quality Learning Environment** | **40. Develop a district Planning Process that is Strategic in Nature and Provides Guidance for the Development of District and School Long-Range Plans.** Planning efforts within the system provide the strategic vision for where the district is headed; utilize available data projections for the future; incorporate long-term budget implications; and inform the development of district, department, and unit plans. |  |
| **41. Create and Implement a Singular, Focused, Multiyear District Plan that Incorporates Change Strategies for Higher Student Achievement.** Planning is built into one comprehensive district improvement plan that consolidates all planning efforts. The plan focuses on two or three academic goals for multiyear periods of time. The plan incorporates effective change strategies, including professional development endeavors. |
| **42. Align School Plans with the District Plan.**  The school plan is aligned to a focused, districtwide plan for increased student achievement, taking into account local contextual requirements. |
| **43. Implement Aligned Teacher Training to Reach District and School Goals.** Teachers receive and participate in ongoing training as part of reaching the goals in the district and school improvement plans. |
| **44. Implement Administrative Training Aligned with the Curriculum and Its Assessment and District Plan Priorities.** Principals and other school-based administrators receive and participate in ongoing training directly related to curriculum design and delivery, curriculum monitoring, student and curriculum assessment, and district and school improvement pan implementation. |
| **45. Provide Differentiated Staff Development.** Staff development is differentiated for staff and built around Curriculum Management System Inc.’s staff development criteria. |
| **46. ink Resource Allocations to Goals, Objectives, Priorities, and Diagnosed Needs of the System.** The district and school budgets are built after the planning and illustrate how monies have been distributed to focus on the changes/goals of the district and school plans. |
| **47. Provide Qualified and Adequate Personnel.** There are qualified and adequate school personnel in each position. |
| **48. Remove Incompetent Staff or Help Them Achieve Satisfactory Functioning.** Marginal staff are coached to satisfactory performance or contracts are not renewed. |
| **49. Provide a Quality Learning Environment.** There is a safe and productive learning environment for all students. |
| **50. Provide Quality Facilities.** Facilities are adequate and promote creative and innovative approaches to learning. |

**Research**