

Mahtomedi School District 2018-2019 Curriculum Cycle

- Science and Engineering Pre K-12
- Media - Secondary
- PE K-12 (2nd Year)
- Social Studies 6-12 (2nd Year)
- Mathematics (3rd Year)
- Gifted, Creative & Talented (3rd Year)
- Student Support Services (3rd Year)

May 10, 2018

District 832 Curriculum Improvement Cycle

YEAR 1

WHAT DO WE NEED TO LEARN TO ASSURE WE HAVE THE BEST CURRICULUM AND INSTRUCTION FOR STUDENTS?

Evaluate present level of performance through assessment data. Review current curriculum, and curriculum mapping. **Research best practices and recommend improvements,** plan and pilot. Review curriculum resources through the equity lens.

YEAR 2

or 3rd meeting of 1st year WHAT IS OUR NEW CURRICULUM? HOW WILL WE TEACH IT?

Curriculum committee uses information from Year 1 to **identify professional development,** curriculum writing and additional curriculum resources. New resources are implemented and staff are trained. A Spring Status Report is provided to the District Advisory Committee and School Board.

YEAR 3

HOW DO I USE OUR CURRICULUM AND MATERIALS IN MY CLASSROOM WITH MY STUDENTS?

Teachers work in professional learning teams at their sites to implement the new curriculum and materials. Students provide immediate feedback. Optional Student Surveys

YEARS 4-5

HOW DO WE IMPROVE THE USE OF OUR CURRICULUM AND MATERIALS?

Teachers work in professional learning teams at their sites to implement curriculum, materials and common assessments to assure students are learning. **Continue to monitor and adjust based on data.**

Goals of the Cycle

- Make the curriculum a dynamic K-12 document answering the question: **“What do we want students to know and be able to do?”**
- Provide a systematic review of programs through a study of **best practices**, data collected from key stakeholders, results of local and state assessments, and current legislative mandates – **through the lens of equity.**
- **Identify and embed researched based strategies** within the instruction for all students.
- **Review curriculum through the equity lens** to ensure that district instruction provides opportunities for all learners to be engaged, challenged and inspired.
- Communicate district expectations for all teachers in a course or a grade level with a **focus on growth mindset and creativity.**
- Determine a focus for in-service and **staff development.**

Science and Engineering 2018-2019

MDE has identified 8 Best Practice Science Modules.

During 2018-2019 staff will review and identify how to implement modules 1 - 3 into classroom instruction.

- **Module 1 – Asking Questions and Defining Problems**
- **Module 2 – Developing and Using Models**
- **Module 3 – Constructing Explanations and Designing Solutions**

Media - Secondary 2018-2019

Analyze the Survey Data from Staff and Students

Articulate what changes and enhancements need to be made (Job Description)

- **Standards Work**

Review Middle School and High School (ITSE and ELA Standards)

- **Organizing and Planning for Curating the MS and HS Media Collections**

Ordering and weeding the materials etc.

Physical Education (2nd Year)

- Implementing the New Standards K-12
- Completing the Curriculum Map
- Identifying Professional Development Needed

Secondary Social Studies (2nd Year)

- Updated Online Materials and added Chromebooks
- Work/preparing for the AP Human Geography Class
- Curriculum Writing to embed the work on Absent Narratives and Equity

Mathematics Review (3rd Year)

- Complex Math Instruction K – 2
- Pilot New Math Expressions Materials K – 4
- Curriculum Writing and Staff Development K – 3
- Middle School and High School will continue the work on Developing Number Sense Through Math Talks with PLC Teams– Terry Wyberg, Math Instructor at the University of Minnesota.

Gifted and Talented Review (Year 3)

- Staff Development for Teachers - Student Engagement
- Strengthen the Interests for students in Social Studies and Science at the Elementary
- Strengthen the Communication to Families – such as Pathways for GT Students
- Define the use of the CogAt assessment for placement

Student Support (3rd Year)

- Reviewed Social Emotional Standards
- Identified potential Social Emotional Screener
- Reviewed role and responsibilities of PBIS Specialist and School Psychologist
- Continue to work on Early Childhood through age 21 Scope and Sequence for Social Emotional