



The 2019-2020 school year marks the second year of implementation of the Pleasantdale School District 107 Curriculum Review Process. There has been progress made in each curricular area, and our teams of teachers have been working towards the goals of each phase over the past year. This report is the annual update to the Board of Education on where each curricular area is in the process.

Each curricular area is led by the subject area coordinators at the middle school and the grade level coordinators at the elementary school. At the middle school, the subject area coordinators meet monthly with Dr. Ban to plan and design the work to be done in each phase and monitor progress towards the goals of each phase. Likewise, the five grade-level coordinators meet monthly with Dr. Ban to do the same planning, designing, and monitoring for the curricular area of focus. The full Curriculum Council also meets once per trimester to report out on progress made in each curricular area, discuss overall curriculum needs of the district, and ensure vertical alignment for each curricular area.

It is important to remember that the curriculum review process is designed to be flexible, allowing for time to review, create, revise, and implement with consistency, but at the same time providing the opportunity for each subject area to move at a pace that best fits the needs and resources available. Each subject area team creates the timeline for work to be completed based on the needs of their particular area under review, and there are **no time limits** for each phase of the process. Because the process is managed by members of the Curriculum Council, the process also allows for continuous review so that teams can respond to any immediate needs for students and teachers, commitment to local school and district improvement goals, as well as any policy changes at the local, state, and national levels.

This is a comprehensive summary of where each area is in the process at the start of the 2019-2020 school year:

### **Phase 1: Convene and Train a Subject Area Team**

- K-8 SEL (Social Emotional Learning): District-wide SEL Committee formed per the Strategic Blueprint; working on unpacking the SEL standards (also in Phase 2).
- K-4 Literacy: The team is working on identifying professional development opportunities for best practice in literacy instruction and will create a timeline for balanced literacy work. In addition, phonics and sight words teams were formed and met in the summer to align phonics skills and sight words in K-3 (also in Phase 2).
- K-4 Science and Social Studies: Aligned with K-4 literacy (also in Phase 2).

### **Phase 2: Identify Needs and Create a Timeline**

- K-8 TAG: The timeline of work to be done over the next two years includes revising the identification criteria for TAG programs, updating course descriptions, and developing procedures that support the new acceleration policy (also in Phase 3).



- 5-8 Social Studies: The team continued to work on inquiry-based units of study in the summer for five work days. They will focus on assessments that align to the units they created during the school year and next summer (also in Phase 3).

### **Phase 3: Evaluate and Select Resources and Professional Development**

- K-8 World Language: Year 1 of implementation of the Autentico resource; reviewing programming options for a World Language course (also in Phases 2 and 4).
- 5-8 Science: The team has completed their scope and sequence for each grade level and will be piloting resources during the 2019-2020 school year (TCI, HMM Dimensions, and Discovery Science, plus National Geographic in 5th grade). A recommendation will be made to the board in the spring.
- 6-8 Health: Continuing to work on completing unit outlines and reviewing resources to support units of study.

### **Phase 4: Implement Resources/Curricula and Train Staff**

- K-4 Writing: Year 2 of writers workshop implementation supported by PD and coaching. The focus for the year will be on conferring and assessment.
- Pre-K Math: Year 1 of implementation of Bridges for Pre-K resource. Teachers were trained in August on how to incorporate Bridges and Number Corner into their various courses.
- K-4 Art: Implementation of Makerspace curriculum and 4th grade STEAM class.
- 5-8 Writing: Year 2 of writers workshop implementation supported by PD and coaching.

### **Phase 5: Reflect and Monitor Progress**

- 6-8 Math: The team will monitor the Big Ideas and CMP3 hybrid resource
- K-5 Math: Year 3 of Bridges and Number Corner.
- K-4 PE and Music
- 5-8 PE, Art, STEM, Music
- 5-8 Literacy: ELA teachers are working on reviewing scope and sequences for the on-level and extended ELA classes.