

Curriculum Cycle

Mahtomedi School District 2016-2017

- Mathematics
- Language Arts (2nd Year)
- Gifted, Creative & Talented
- Student Support Services

May 11, 2017

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 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**

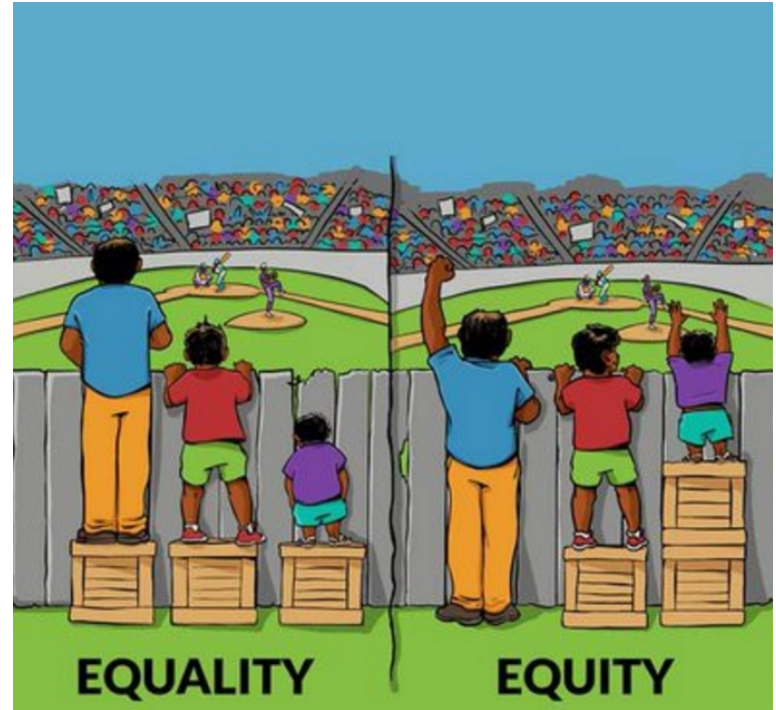
Access and Equity: Equitable Pedagogy



What is Equity?

Equity does not mean that every student should receive identical instruction; instead, it demands that reasonable and appropriate accommodations be made as needed to promote access and attainment for all students.

Principles and Standards for School Mathematics, NCTM 2000, p. 12.



According to Oakes (2005)

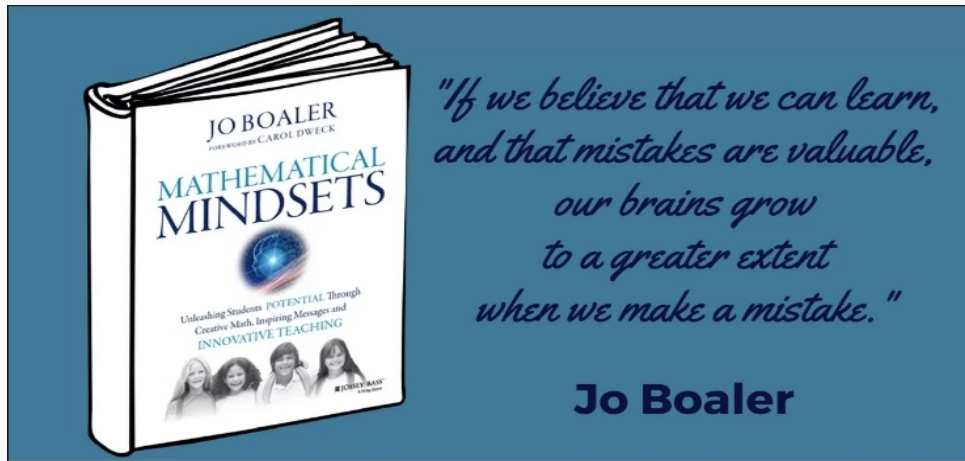
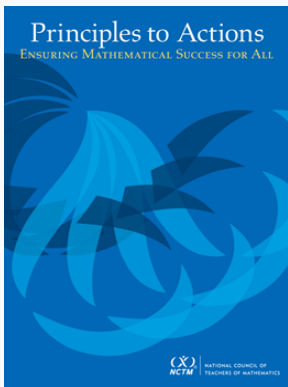


“Tracking is the process whereby students are divided into categories so that they can be assigned to groups in various kinds of classes. Sometimes students are classified as fast, average, or slow learners and placed into fast, average and slow classes on the basis of their scores on achievement or ability test ...[Tracking takes many forms]....However it's done, tracking , in essence is sorting- a sorting of students that has certain predictable characteristics.”

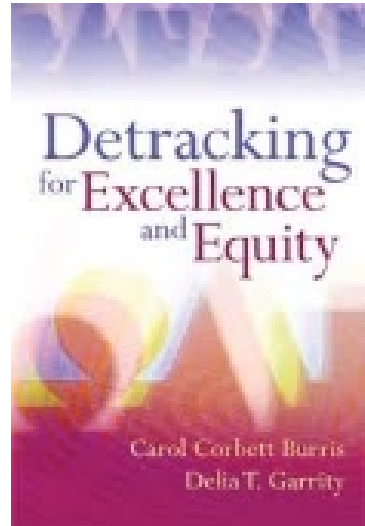
What Research Have We Looked At in Mathematics?

Principles to Actions: Ensuring Mathematical Success for All

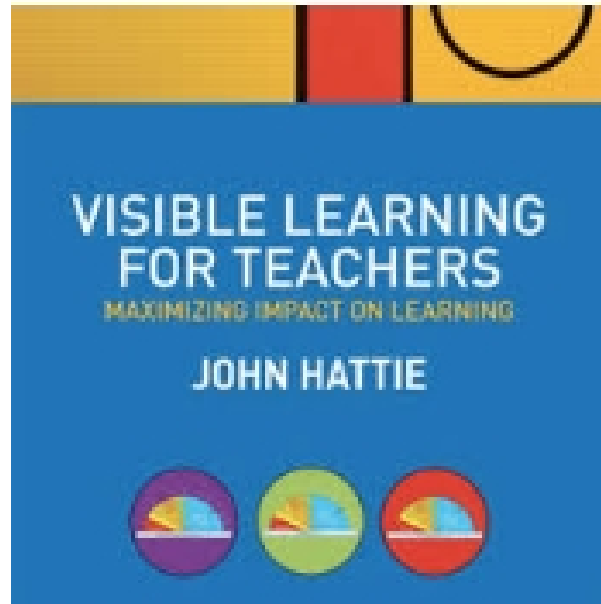
The primary purpose of *Principles to Actions* is to fill the gap between the adoption of rigorous standards and the enactment of practices, policies, programs, and actions required for successful implementation of those standards.



Detracking for Excellence and Equity (Burris & Garrity)



Hattie's effect size of tracking



Next Steps



Grades K-5 Implementation Plan

- Supplemental and enhanced math and reading instruction during WINN (What I Need Now)
- Before school supplemental math and reading instruction a few days a week
- Targeted Services for reading will focus on the K-3 students – iRead (Interactive Reading Instruction with embedded formative assessment and adaptive technology)
- Responsive Classroom consistently implemented across all classrooms
- PBIS – Supporting the Social And Emotional Needs of students
- GT – Service Identification Plan

Secondary Implementation Plan

- Supplemental Reading Class
- Language Arts – Develop rubrics and assessments using optional resources
- Supplemental Math Class
- Math – Unpacking the standards and identifying the power standards
- Accelerated Math and Honors English
- Independent Learning Projects in Science and Social Studies

Secondary Implementation Plan - Continued

- Honors, AP, CIS and PSEO classes
- Enhanced Math and Reading classes at the High School
- High School Credit Recovery Program in the summer
- Science programming or options so all students can take a class in the FAB lab
- Continued work on Restorative Practices

Professional Development

- Literacy Lead (2016-2018) – Improve Strategies of Instruction
- Literacy Coach for Grades K -5 (2016-2017) – Consistant Training and Staff Dev.
- Secondary Language Arts Staff- Increaseing Student Engagement Through Absent Narratives (Program at the MN Humanities Center)
- Language Arts – HS and MS – Power Standards and Formative Assessments
- Mathematics teams are currently writing their plans for professional development (Math strategies such as Number Talks, Differentiation, Power Standards)

Professional Development - Continued

- Thinking Maps Training – (How you think about your thinking.)
- Continued Literacy Small Group Training for differentiation
- Restorative Practices Training

2017-2018 Equitable Journey

Math Teams - Implement their building plans focused on equitable practices

GT - Develop a Service Plan

Language Arts and Social Studies – Reading across the content areas/evaluate the resources used through the lens of equity

Health and PE – Align and implement new standards

High School Science – Equitable access to the FAB lab

Support Service – Responsive Classroom and Restorative Practices Refined

Media – Flexible Learning Environment and Student Center