2022-2024 CURRICULUM MANAGEMENT PLAN

DISTRICT MISSION, VISION, VALUES, AND BELIEFS

The purpose of education is to prepare young people for life, work, and citizenship. Education also recognizes the characteristics unique to each individual and provides a process for development and expression of each students' innate potential and talents.

The LESD Strategic Plan sets forth the vison for a five-year period of time with system-wide goals aligned to the district mission, beliefs, and values.

Specifically, the Curriculum Management Plan addresses LESD Strategic Plan: Goal 2 High Expectations Learning.

District Mission

The Liberty Elementary School District through engaging and challenging learning environments will prepare all students for success in high school and beyond. They will have the academic, social, creative, and communication skills to achieve individual accomplishment, personal leadership, and contribution to their community.

District Vision

Cultivating curious, confident, problem solvers prepared for tomorrow

District Values

The District values describe how the stakeholders will go about the work of achieving the mission and vision. All stakeholders are strongly committed to upholding these values.

Collaboration – working together as a team to achieve a common purpose or goal.

Integrity – doing the right thing, honestly, in a reliable way with a moral compass that does not waver.

Equity – ensuring everyone receives what they need to be successful through fair and inclusive practices; the elimination of educational barriers, and access to opportunities to meet the same rigorous standards for academic performance expected of all children and youth.

Grit – demonstrating passion and perseverance toward a goal despite being confronted by significant obstacles or distractions.

Excellence – exhibiting talent or quality that is unusually good and surpassing ordinary standards, truly the very best.
Innovation – implementing creative and new ideas to address a specific challenge.

Beliefs

Our beliefs further define our values and serve as guiding principles in decision making. We believe that the following are components to our success:

A. **We believe student learning is our highest priority, and any action taken should be based on what is best for students.** The present and future needs of the students are at the center

of all actions and decisions. We are committed to meeting the unique learning needs of all students. All students are capable of achieving excellence in learning the essentials of formal schooling and should have access to a common curriculum of learning standards which are defined system-wide. We are student advocates.

B. We believe in educating the whole child with a well-rounded education.
Art, music, physical education, world languages, and computer science content standards are important to each child's development. Children benefit from developing social emotional learning skills to prepare them for future personal and career success. Combined, the special area content areas not only contribute to enhanced learning of core academic skills, they also foster brain development, creativity, lifelong learning, career readiness, cultural appreciation, and healthy living. The characteristics of a quality learning environment include a caring, supportive atmosphere not only for the academic success of all students, but also for their well-being.

C. We believe in a relevant and meaningful learning environment based on evidence-based research.
Student learning objectives are directed by the District curriculum and are creatively and flexibly facilitated to maximize student engagement and motivation. Cross-disciplinary and real-life application of learning are hallmarks of the learning environment. Signature programs at individual schools provide choice learning themes for enrichment and project-based learning experiences. Staff learning objectives are aligned to current research, job competencies, and District goals. Current research and documentation of needs analysis guide decisions on design and delivery of both student instruction and staff professional development.

D. We believe in shared decision making.
Stakeholders provide integral and valued perspectives. Students, staff, parents, and other community members are partners in the educational process. The capacity of the group is enhanced by diversity. We strive to interact as a community of learners, problem solvers, and decision makers. Trust, mutual respect, and active listening are essential for collaboration. Together, we can best contribute to achieving the mission and vision.

E. We believe in continuous learning and ensuring the conditions exist for optimal learning.
Students and staff have access to and contribute to an environment which fosters learning, growth, and the perpetual development of competencies. Instructional facilitation is adapted to

DISTRICT BELIEFS, cont.

Liberty Elementary School District is committed to the development of an exemplary curriculum that sets rigorous, high expectations for students and teachers that result in meaningful learning for each and every student.

The overriding goal of the curriculum is to inspire each student to achieve his or her full potential, equipped and ready for high school.

ensure mastery learning. Successful student learning must be based on providing appropriate educational experiences at the appropriate and challenging level of challenge in order to ensure the maximum level of student achievement for each learner. Job-embedded staff professional learning, planning, and collaboration time contribute to individual and collective efficacy. Each individual assumes personal responsibility for realizing his/her potential and constantly works toward enhancing the capacity of others to do the same. By continually working toward personal mastery and interdependent learning, individuals enrich self and others and contribute to the mission and an improved society.

F. We believe in a systems approach to continuous improvement in the organization.
Understanding the interdependencies within the organization is key to mitigating obstacles, assuming risks with innovations, and leveraging resources. Change is data driven. Unification of funding streams supports change and programmatic efforts. Planned and regular evaluation of program effectiveness allows the organization to steward resources responsibly and productively. The full utilization of internal and external resources is an essential part of the District's role in shaping and strengthening student learning. Staff appraisal is for the purpose of professional growth. A systems approach to decision making and use of resources optimizes the performance of the organization towards the mission and will result in the District becoming more productive, imaginative, and competitive.

G. We believe that the basis for all interpersonal relationships in the District shall be respect for human dignity.
The intrinsic worth and dignity of each individual is recognized and remembered in the planning, implementation, and evaluation both of the individual's progress and of the overall effectiveness of the school system. The following democratic principles are implemented by the District:

- All persons have worth, dignity, and a right to respect.
- All persons have a right to make decisions about matters that shape their lives.
- All persons have a right to appropriate educational opportunities appropriate to their differences.
- Respect for diversity is essential to a democratic society.

PRINCIPLES AND COMPONENTS OF CURRICULUM

Purpose

The Curriculum Management Plan establishes a system that ensures students have equitable access to learn the same core of significant learning at a particular instructional level, regardless of the teacher teaching the students or the school the students attend.

The plan presents procedures and specifications for curriculum, including assigned roles, responsibilities, and accountability for the design, implementation, evaluation, and revision of the curriculum as well as selection of instructional materials. Additionally, the plan outlines a system to ensure fidelity of curriculum implementation aligned to standards with internal controls and the conditions necessary for all students to learn by:

- Setting clear expectations of what students will learn;
- Delivering curriculum aligned to those expectations; Monitoring the impact of instruction on students' progress in learning; and
- Modifying instruction and revising curriculum based on evaluation.

The Curriculum Mangement Plan includes a sustainable, job-embedded, professional learning plan that supports teachers in developing pedagogical content knowledge and implementing those instructional practices to support all learners in mastering core subjects.

The role of curriculum within the Curriculum Management Plan is to provide all district staff with a roadmap to the "what" is taught, providing intentional alignment between standards, instruction, and assessment.

Curriculum Alignment

Curriculum alignment is the degree to which the written, taught, and tested curriculum is congruent. By articulating the knowledge and skills from Pre-K to 8th grade, as well as the alignment of instruction within the department or grade level and from school to school, all students will have access to quality curriculum. If there is alignment of the curriculum, there is systemic agreement and connectedness, both horizontally and vertically. This provides a coherent system through which students matriculate, thereby reducing the effects of random variation.

Curriculum alignment principles are to be reflected in the curriculum guides, instructional resources, staff development, instructional practices, student assessments, facilities, and budgeting. It is expected that all central administration, building administration and teachers be committed to the implementation of the written curriculum to support increased student learning and success.

Technology, used for instruction, assessment, management, and the support of teaching and learning, is an integral component of the Curriculum Management Plan.

Curriculum Design

The written curriculum defines the non-negotiable standards and mastery learning objectives that students are to achieve and teachers are to teach. It ensures consistency for mobile students within the district schools. It provides support to teachers for planning and decision making.

WRITTEN CURRICULUM DEVELOPMENT CYCLE

Guiding principles for the design and management of the written curriculum:

- Is designed by teachers and leaders
- Is based on AZ High Academic Content Standards
- Is aligned vertically (PK-8), horizontally, and spiraled throughout pre-8th grade curriculum to prepare students for secondary experiences
- Ensures that students from teacher-to-teacher and school-to-school have the same opportunity to learn the same standards at each instructional level
- Is accessible, manageable, user-friendly, and current
- Provides an annual scope and sequence of standards and units for all subjects and grades, preschool through eighth grade, including specialized courses
- Informs instruction and supports teachers in alignment with teacher evaluation instrument
- Shows evidence of developmental appropriateness
- Uses students' funds of knowledge as assets to inform classroom instruction
- Is reviewed and updated regularly
- Is aligned to state and district assessments, including both formative and summative
- Serves as a living document(s) that contains essential components with enough clarity and specificity to guide teachers' instructional planning.

Written curriculum map contains the following components:

- Scope and sequence
- Performance outcome and Criteria of Performance Outcome
- Identified essential and supporting standards
- Learning targets and evidence of learning
- Pre-requisite skills and knowledge
- Recommended time-frame and pacing of units
- State Content Standards and English Language Proficiency Standards
- Academic vocabulary
- Learning Progression- sequential by unit and vertically aligned by grade level; may include learning progression across grades/courses
- Aligned resources
- May include suggestions for differentiation including student groupings, instructional approaches
- May integrate appropriate technology applications
- May include project-based learning integrated unit ideas
- Formative assessment to assess mastery of learning objectives

Unit Plan Template

Timeframe:
Central Focus:

Performance Outcome A learning activity or assessment that asks students to demonstrate their knowledge, understanding and proficiency.	**Success Criteria** List the descriptor by which a high quality product is assessed. What demonstrates proficiency?
.	
Essential Standard(s) Determined as priority standards for the trimester.	**Supporting Standard(s)** Standards connected by process, domain and/or . . . .

Academic language and vocabulary

Learning Targets A learning goal that includes an observable behavior & content.(I can . . .)	**Check for Understanding** What is the criteria that will determine student proficiency?	**Resources** What text, information and/or activity is aligned to the learning goal?
Prerequisite skills .. .		
Learning Targets for new instruction		

WRITTEN CURRICULUM DEVELOPMENT CYCLE

Development and Review Cycle

The curriculum development cycle will include five phases: curriculum and resource identification, curriculum development and resource adoption, curriculum implementation and monitoring of delivery, curriculum evaluation, and curriculum renewal.

Phase 1 Curriculum and Resource Identification • Examination of standards • Content training	**Purpose** To use data to understand current student achievement, assess existing programs, research best practices in the discipline, and identify aligned resources	• Establish/revise assessment systems, and data driven instructional process; • Analyze State Standards, assessments, instructional pedagogy and resources that are tightly aligned to the performance standards. • Recommend evidence-based instructional materials, and pedagogy in this discipline: Differentiated Instruction, Universal Design for Learning and Enrichment • Determine professional development needs to support teacher learning and student learning
Phase 2: Curriculum Development & Instructional Resource Adoption • Assessment alignment • Curriculum map writing	**Purpose** To align curriculum to state standards, district resources and district goals	• Provide a framework of the curriculum by stating the most important big ideas, concepts, and skills; • Provide curriculum maps that support teachers in planning their instruction and assessment; • Include statements that define what all students need to know, understand and be able to do as defined by the standards unpacked into their content, context, and cognition level; • Connect standards with themes or subject area topics in an orderly sequence alongside instructional methods that give students ample opportunities to learn content and skills. • Adopt curriculum by Governing Board
Phase 3 Curriculum Implementation & Monitor Delivery • High-quality professional learning • Cycles of inquiry based on data	**Purpose** To implement the written curriculum, instructional practices, and resources while monitoring the implementation	• Ensure professional development and support for effective implementation and improved learning for all principals, teachers; • Ensure the alignment of the written, taught, and tested curriculum; • Ensure implemented curriculum results in improved learning for tudents; • Monitor data and progress towards intended results; • Identify gaps to determine next steps in regard to the curriculum evaluation and renewal.

Phase 4 Curriculum Evaluation • Innovation Configuration Map (IC Map) • Teacher Survey	**Purpose** To review and evaluate student achievement and determine the effectiveness of the program. The evaluation will determine the next Phase of curriculum development	• Continue to implement curriculum map and provide professional development; • Develop and use IC Map that provides data on program effectiveness; • Analyze student achievement data in service of program evaluation; • Acquire feedback from teachers, leaders, and students to identify teaching and learning gaps.
Phase 5 Curriculum Revision • Refine curriulum to enrich learning based on evaluation	**Purpose** To refine and renew curriculum map and materials based on program evaluation, students needs, research and student achievement results	• Revise curriculum maps as needed based on program evaluation;. • Meet students' current and anticipated needs for knowledge and skills in the particular discipline; • Support emerging trends and current research in content and modes of instruction; • Enhance opportunities for integration and collaboration within the discipline and across disciplines; • Identify supplementary resources to enrich student learning; • Integrate technology in teaching and learning; • Support appropriate assessment strategies

WRITTEN CURRICULUM DEVELOPMENT CYCLE, cont.

See Appendix A:

Curriculum Development and Instructional Resource Plan

For the purposes of continuously improving student performance, all curriculum in all subject areas in all grade levels will be continuously updated and improved upon as well as periodically reviewed in their entirety. The success of a revised curriculum will be determined based upon the achievements of the targets within a specified time frame. A summative report to the Board is required once every five years for all content areas prior to the curricular adoption cycle.

It should be expected that a curricular area could overlap phases of development and weave in and out of phases in an effort to continuously improve and update the curriculum in order to engage teachers and students in a rigorous, standards-based curriculum that supports the personalization of learning.

Selection of Curriculum Committees

For cycles of curriculum adoptions, in all subject areas, representatives from each school and grade level will be recruited with a ratio of 2:1 mastery to developing level teachers. Selection of teachers will be the responsibility of the Educational Services Department and principals to identify teachers who have previously participated in curriculum development, have been successful in the identified grade levels, and have demonstrated effective teaching and student achievement results. Additional teachers will be invited to participate in the curriculum planning and alignment who have expressed a desire to continue their professional development and provide a voice for teachers who have less experience in the grade level.

INSTRUCTIONAL RESOURCES

Needs Assessment

Through data analysis, curriculum needs will be assessed and prioritized by the Educational Services Department with consideration of budget, resource availability, time restraints, and readiness. The selection of instructional resources is an important part of the total educational program. The content and quality of those materials influence not only what students learn but how well they learn. Therefore, educators must be as conscientious about selecting instructional resources as they are about developing curriculum. The process of selecting instructional resources shall be systematic, objective, and thorough.

Definitions

Instructional Resource is defined as content that conveys the essential knowledge and skills of a subject in the district curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, supplementary materials, a combination of a book, workbook, and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open education resource instructional material.

Open Education Resource Instructional Material is defined as teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others, including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Primary Instructional Resource is defined as an instructional resource intended as the basic source of learning material for a subject and grade level that covers at least half of the essential standards of the subject and grade level and is intended for nearly all students within the subject and grade level.

Supplementary Instructional Resource is defined as an instructional resource intended as a supplement to the primary instructional resources to enrich and enhance the learning and is not intended to be used consistently for a subject and grade level for nearly all of the students. Supplementary instructional resources may also serve to support gaps in curriculum alignment of primary instructional resources.

INSTRUCTIONAL RESOURCES

Selection Criteria

The following criteria shall be considered when reviewing instructional resources. Curriculum leaders may develop additional criteria for specific disciplines.

- Is aligned to Arizona High Academic Learning Standards;
- Is aligned with learning targets, success criteria, and instructional strategies
- Content in the instructional resource or supplemental material follows a defensible sequence of concepts and points of view;
- Interest level is varied, accessible, engaging, and appropriate for as many students as possible;
- Is appropriate for the learning styles, and maturity levels of students;
- Demonstrates empirical evidence of effectiveness based on relevant high quality research, where available;
- Uses appropriate levels of depth and complexity
- Integrates instructional technology as appropriate
- Stimulates growth in factual

knowledge, literary appreciation, aesthetic values, and recognition of various societal values

- Stimulates critical analysis of differing sides of issues with approaches to subject matter from multiple points of view and provision of counter narratives as appropriate;
- Is appropriate for the cultural and moral standards of the community.

Supplementary Instructional Resources include but are not limited to resources selected for use to meet one or more of the following purposes:

- To provide more complete coverage of one or more subjects included in a given course
- To meet the various learning ability levels of students in a given age group or grade level
- To meet the diverse educational needs of students with a language disability in a given age group or grade level
- To meet the diverse educational needs of students reflective of a condition of cultural pluralism
- To use current, relevant technology that further engages interactive learning to curriculum objectives and compatible with District goals and objectives may be used in the classroom and beyond

Selection Committee

The Educational Services Department shall establish priorities and facilitate the selection of primary and supplementary instructional resources with the help of curriculum leaders, instructional coaches, classroom and special education/ English language teachers, administrators, and parents. Preference for serving on the instructional resource selection committee will be given to curriculum committee members who demonstrate a deep understanding of the content and pacing of the curriculum as well as members who are either novice teachers or teachers who have limited knowledge of the curriculum.

Selection committee members shall place principle above personal opinion, and reason above prejudice, in the recommendation of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

See Appendix B:
List of primary adopted and supplementary approved instructional resources

All instructional resource committee work must meet requirements for open meeting law.

TAUGHT CURRICULUM

All district staff members are responsible for ensuring that all students learn the Arizona Content Standards through the district's curriculum and demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified, although the responsibilities are not limited to those listed.

Taught curriculum refers to the delivery of the written curriculum.Teachers shall have the responsibility not only to contribute to refinements of the written curriculum, but to teach the curriculum objectives and adhere to the District's sequence of instruction. Teachers shall be required to work toward a common set of student objectives, using the District curriculum guide as their primary source of instructional design. The principal and other campus administrators shall ensure that optimum use is made of available written curriculum materials and instructional time. Teachers facilitate the process of student learning to master standards through the use of the curricular map and instructional resources. Teachers use the written curriculum to develop units of study, lesson plan, and/or approaches to instruction for teaching the written curriculum.

The District believes teachers are the most important influence on student achievement. Teachers are responsible for effective delivery of the written curriculum through effective planning and facilitation that results in student learning. The delivery of a quality written curriculum requires that all staff share a vision for effective classroom instruction. Expectations for instructional delivery are outlined in the LESD Curriculum Management Plan Vision of Effective Classroom Instruction, teacher evaluation instrument, and District Governing Board policy.

Guiding Principles for the management of the Taught Curriculum ensure the following:

- The design and facilitation of learning processes hold the greatest promise for improving student achievement
- Pre-and-post assessments are critical components of the taught curriculum to determine learning goals
- Teachers plan instruction within district-supported curriculum maps and the teacher evaluation instrument elements and indicators.
- The majority of the instructional resources used to facilitate learning shall be primary adopted resources identified in the curriculum maps.
- Supplemental instructional resources and programs such as software, community resources, and other materials are used based upon their alignment to the written curriculum and approval of the Assistant Superintendent for Educational Services.
- Teachers are encouraged to use flexibility and creativity in determining the “how” of teaching (instruction), not the “what” of teaching (curriculum expectations and core resources outlined in district maps)
- Teachers differentiate their instruction to accelerate and extend student learning. Differentiation provides access for all students to high-quality core instruction through student engagement strategies and learning processes.
- Self-contained teachers may arrange the order of subjects as they see fit within the elementary school day; however, it is expected that all teachers in a grade level will follow the same order/pacing for each content area. The Educational Services Department in collaboration with the guidance of the building administrators, instructional coaches, and teachers will determine appropriate changes to the order/pacing.
- Professional learning is designed and implemented to support all educators to teach the curriculum. Commitment of all district employees to the implementation of the curriculum, ensuring student success through equitable access.

TAUGHT CURRICULUM

Instructional Model Vision

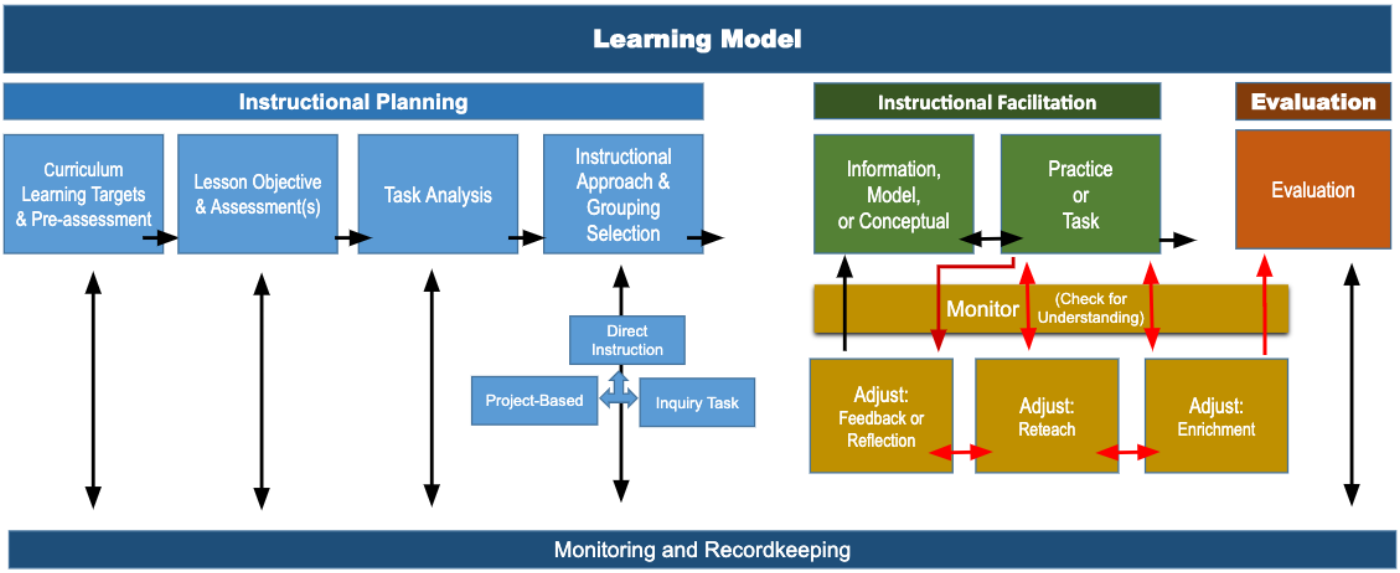
When teachers create a psychologically safe and trusting learning community, built on positive relationships, their students...

- Are self-directed, independent, and empowered to take risks
- Engage in reflective thinking
- Demonstrate persistence - look at task and time
- Learn from their mistakes, persevere, and embody a growth mindset
- Monitor their own learning through the use of rubrics, goal-setting, tracking data, creating portfolios, and student-led conferences

Teachers deeply understand what to teach and why, as well as what student success looks like. Teachers demonstrate this understanding through purposefully planning for effective classroom instruction that expects all student to perform at high levels of learning.

Intentional lesson planning:

- Analyzes content objectives so that instrutional strategies match content and assessment
- Is a cognitive and intellectual process in which teachers engage to identify and produce desired learning outcomes
- Occurs at the teacher level and is based on LESD curriculum maps, best teaching practices grounded in educational research, and the district's vision and goals
- Assesses student mastery of the objectives to determine the need for movement to a new instructional objective, extension, enrichment, or correction.
- Ensures content is accessible and challenging for all students' varied needs through differentiated and effective instructional approaches, materials, and/or pacing.
- Demonstrates familiarity with students' background knowledge and experiences.
- Draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, backgrounds and prior experiences.
- Is monitored by instructional leaders to ensure consistency and alignment between the written, taught, and tested curriculum



Learning Tasks

Teachers know how to teach the written curriculum effectively and plan learning tasks that ensure high levels of learning for all students. These rigorous learning tasks:

- Follow a sequenced learning progression
- Provide an authentic learning experience to build conceptual understanding of the content taught from an interdisciplinary perspective
- Cognitively engage students by requiring critical and analytical thinking through activities such as conducting research, evaluating different perspectives, drawing conclusions, synthesizing ideas, forming opinions, and making real-world connections
- Embed language structures and vocabulary development
- Promote active student participation through collaborative and integrated project-based/problem-based experiences and cooperative learning opportunities
- Provide ample opportunities for meaningful student dialogue and engagement in learning
- Identify and nurture the strengths students bring to school by ensuring cultural responsiveness and personal relevance
- Integrate technology and/or personalized learning

ASSESSED CURRICULUM

The Assessed curriculum is the portion of the written curriculum that is assessed, both formally and informally. Appropriate and timely student assessment data is needed to ensure the complete alignment of the written, taught, and tested curriculum in order to drive instruction and to continuously improve the academic progress of all students.

Guiding principles for the management of the assessed curriculum:

- Pre-assesses students' learning levels for diagnostic purposes
- Guides teacher design/redesign of instruction at appropriate levels of challenge
- Measures student progress and/or achievement
- Determines what students do and don't know relative to the content
- Focuses/narrows instruction by teaching to objectives not mastered
- Varies the instructional time, setting, and/or presentation for reteach and enrichment opportunities based on student achievement data.
- Allows opportunities for students to accelerate through the curriculum requirements
- Guides District staff in making curricular improvements according to the standard revision cycle;
- Guides District staff as they make District programmatic decisions;
- Guides principals as they make campus instructional decisions;
- Gauges teacher effectiveness
- Identifies general achievement trends of various sub-groups to ensure equity
- Empowers students to identify their academic needs and improve their academic performance;
- Communicates progress to parents to support a school-to-home connection
- Understands the impact of curriculum design and instructional plans have on student achievement
- Determines the efficacy of a program or intervention; and
- Informs decisions regarding the continuation of fiscal and human resource allocations.

Types of Assessments

The assessed curriculum encompasses multiple forms of assessment: screening, diagnostic, formative, and summative assessments as appropriate to the content area, grade level, and content unit. Multiple assessments are defined below from the Center on Response to Intervention at American Institutes for Research.

Screening Assessment:
A gifted Universal screener is conducted with all kindergarten students to identify students who may qualify for gifted services.

Diagnostic Assessment:
Diagnostic assessments examine what a student knows and can do prior to a learning program being implemented. Diagnostic assessments pinpoint students' strengths and areas of growth.

Some assessments are used for both a screening assessment and a diagnostic assessment

- Phonics Screener
- High Frequency Word Screener
- Dyslexia Screener
- Acadience

Formative Assessment:
Formative assessment is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student mastery of performance standards. (Checks for Understanding, End-of-Lesson assessments, Acadience, Unit/Module assessments, Illuminate ELA/Math Trimester Benchmark assessments)

Summative Assessment:
Summative assessments evaluate student learning at the end of an instructional unit by comparing it against an identified performance standard or benchmark. (AzM2, AIMS Science)

Annually, a district-wide, comprehensive Assessment Plan shall be published.

See Appendix C.

PROFESSIONAL DEVELOPMENT

The purpose of professional development is to increase teacher effectiveness and therefore, student learning. The effectiveness of professional development is evaluated based on its impact on teacher effectiveness and student achievement.

A comprehensive Professional Development Plan is provided in Appendix D.

Liberty Elementary School District fosters an expectation for the professional growth of all employees. Professional development supports teachers in understanding the curriculum design, delivery, and assessment as outlined in the Curriculum Management Plan.

Guiding principles for management of professional development

- Supports the goals of increasing student achievement
- Is based on the careful analysis of student achievement data and teacher effectiveness data and therefore, is data-driven
- Is centrally coordinated and supports the district's vision, goals and schools' integrated action plans
- Ensures the alignment of the written, taught, and tested curriculum
- Is adaptive and focuses on the why, the what, and the how
- Is differentiated to address individual needs
- Equips staff with the skills necessary to design and deliver lessons that meet the needs of all learners
- Deepens content knowledge
- Focuses on effective instructional approaches, the district's instructional model
- Aligns to the written curriculum
- Includes follow-up, accountability, monitoring and effective feedback strategies
- Incorporates research-based strategies that engage adult learners
- Focuses on implementation and actual changes in behavior that lead to results
- Considers change theory

The Educational Services Department ensures that instructional resources are available, and related professional development is provided. Professional Development provided is grounded in the Standards for Professional Learning that outline the characteristics of high-quality professional learning that lead to effective teaching practices, supportive leadership, and improved student results.

Standards for Professional Learning

Professional learning that increases educator effectiveness and results for all students requires...

Learning Communities committed to continuous improvement, collective responsibility, and goal alignment

Leadership of skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources that are prioritize, monitored, and coordinated for educator learning

Data that uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs that integrate theories, research, and models of human learning to achieve its intended outcomes.

Implementation that applies research on change and sustained support for implementation of professional learning for long-term change.

Outcomes that align with educator performance and student curriculum standards.

Professional Learning Communities (PLC)

A guaranteed and viable curriculum is supported by collaborative team structures focused on learning results. PLC teacher data teams in each school meet regularly by grade level or subject area, to analyze student work and assessment data to answer the questions:

- What is it we expect students to learn (and how are we going to teach it)?
- How will we know if they have learned it?
- How do we respond when students aren't learning?
- What will we do if they already know/can do it?

PLCs engage in:

- Unwrapping state standards;
- Examining existing curriculum and instructional resources;
- Generating common formative assessments;
- Analyzing student learning data (from common formative, district, and state-level assessments);
- Sharing proven instructional practices;
- Planning intervention strategies for students who struggle;
- Planning enrichment strategies for students who have mastered the target;
- Examining student learning data in an effort to systematically enhance curriculum implementation.

PLC work is focused on short and medium-cycle formative assessments. Short and medium-cycle assessments do not have to be created "from scratch" by the teams. Many of these tools already exist within district curriculum guides and associated resources.

In following the PLC process, each PLC team determines the learning target to assess, agrees on an assessment, uses it in their classroom, collects student work, analyzes results, adjusts instruction and repeats.

ROLES AND RESPONSIBILITIES

All district staff members are responsible for ensuring that all students learn the Arizona Content Standards through the district's curriculum and demonstrate achievement at high levels. While certain roles can be specified, the responsibilities are not limited to those listed.

Governing Board

The Board will...

- Approve policies to direct and support ongoing curriculum development and evaluation;
- Support ongoing student assessment practices to guide instruction and measure student achievement;
- Adopt a budget that provides for the development, implementation, professional development, assessment of student performance, and evaluation of curriculum;
- Authorize the implementation and review of a strategic plan for the district that identifies community expectations of curriculum;
- Expect that for the purposes of continuously improving student performance, all curriculum-based programs will be continuously updated and improved as well as periodically reviewed in their entirety.

Superintendent

The Superintendent will...

- Approve and implement board policies related to curriculum;
- Annually report to the Board implementation status;
- Oversee the work of district staff in accomplishing responsibilities;
- Ensure that a master long-range plan is in place for curriculum development, revisions, program evaluation, and student assessment;
- Approve the District's curriculum, based on input from principals, teachers, and additional stakeholders;
- Manage resources to support the implementation of the Curriculum Management Plan and the impact on student learning.

District Curriculum Leaders

District Curriculum Leaders will...

- Implement the master long-range plan, providing technical and expert assistance as required;
- Provide district-wide professional development to implement the curriculum;
- Provide materials and design instructional programs that deliver district curriculum effectively;
- Support principals, instructional coaches, and teachers in their roles of delivering, monitoring, and managing curriculum and professional development;

- Provide support for analysis and interpretation of assessment data;
- Ensure equitable access of resources and culturally responsive instruction;
- Monitor curriculum delivery to ensure alignment of written, taught, and tested curriculum.

Principals

Principals will...

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor the delivery of the curriculum;
- Explain the importance of effective curriculum and instruction practices daily
- Monitor the design and delivery of district curriculum through formal and informal observation of classroom instruction
- Periodically review lesson plans and curriculum documents;
- Ensure effective instructional delivery through the implementation of the Teacher Evaluation System;
- Collaborate with individuals and learning teams around the design and delivery of curriculum;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Update School Improvement Plans to support effective curriculum management and delivery;
- Ensure that student progress in achievement is reported regularly to parents in an understandable manner;
- Facilitate and participate in professional development

Teachers

Teachers will:

- Contribute to curriculum development and revisions;
- Deliver the district curriculum, using strategies most effective for the students;
- Assess student learning with a variety of classroom, district, and state assessments;
- Use assessment data to drive instructional decisions and maximize student performance and ensure equity for all students;
- Involve students in the learning and assessing process;

ROLES AND RESPONSIBILITIES, cont.

- Involve parents in the learning process;
- Communicate strengths and weaknesses to students, parents, and others as appropriate;
- Participate in district, campus, and personal professional development;
- Monitor curriculum delivery to ensure alignment of written, taught, and tested curriculum

Instructional Coaches

Instructional Coaches will:

- Develop a deep knowledge of the curriculum content for core subjects/courses to effectively support the delivery of the curriculum;
- Explain the importance of effective curriculum and instruction practices on a daily basis;
- Support effective instructional delivery;
- Collaborate with individuals and learning teams;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Facilitate and participate in professional development;
- Participate and understand the design of curriculum guides in service of supporting
- teachers with implementation;
- Monitor the effectiveness of the program.

Reading Interventionists

Teacher Specialists (Reading interventionists) will:

- Deliver and differentiate the District curriculum, using strategies most effective for their target students;
- Assess student learning with a variety of classroom, district, and state assessments;
- Use assessment data to drive instructional decisions;
- Involve students in the learning and assessing process;
- Involve parents in the learning process;
- Communicate strengths and weaknesses to students, parents, and others as appropriate;
- Participate in district, campus, and personal professional development;

- Participate in and understand the design of curriculum guides to support implementation.

Students

Students will:

- Be an active partner in the learning and assessing process;
- Understand their own learning strengths and weaknesses;
- Meet or exceed learning requirements based on the District curriculum and standards;
- Exhibit behavior that is conducive to learning for self and others.

Families

Families will:

- Be valued partners in the learning process;
- Accept a shared responsibility working with the teacher in the learning process;
- Encourage their student's prompt and regular attendance at school.

COMMUNICATION PLAN

The Curriculum Management Plan includes a sub-component of a communication plan. The purpose of the communication plan is to clearly provide information about current and next steps for implementing the Curriclum Management Plan, state expectations for stakeholders, celebrate successes realized, and elicit feedback.

Key messages and talking points will be developed and published; aligned to scheduled implementation of curriculum, professional learning, assessment, and/or instructional resource selection and adoption per the Curriculum Management Plan.

Objectives

Successful implementation of the communication plan strategies and action steps will meet the following objectives:

- To engage the public in understanding and supporting the development of and the implementation of the Curriculum Management Plan.
- To instill in district staff the understanding of the purpose and basic principles of the Curriculum Management Plan, and provide resources (guidelines, communications tips, etc.) in order to best support excellent customer service to students, parents, and the community at the front-line level of engagement with the public.
- To engage the public in talking and thinking about how their expectations for the successful education of students, as defined in the *Liberty Elementary School District Strategic Plan*, relate to the successful development of classroom and coursework objectives, the professional training of teachers, the deployment of instructional materials, and opportunities for parent participation.

Impact

If the district successfully achieves the communication objectives, the following broader impacts will be realized:

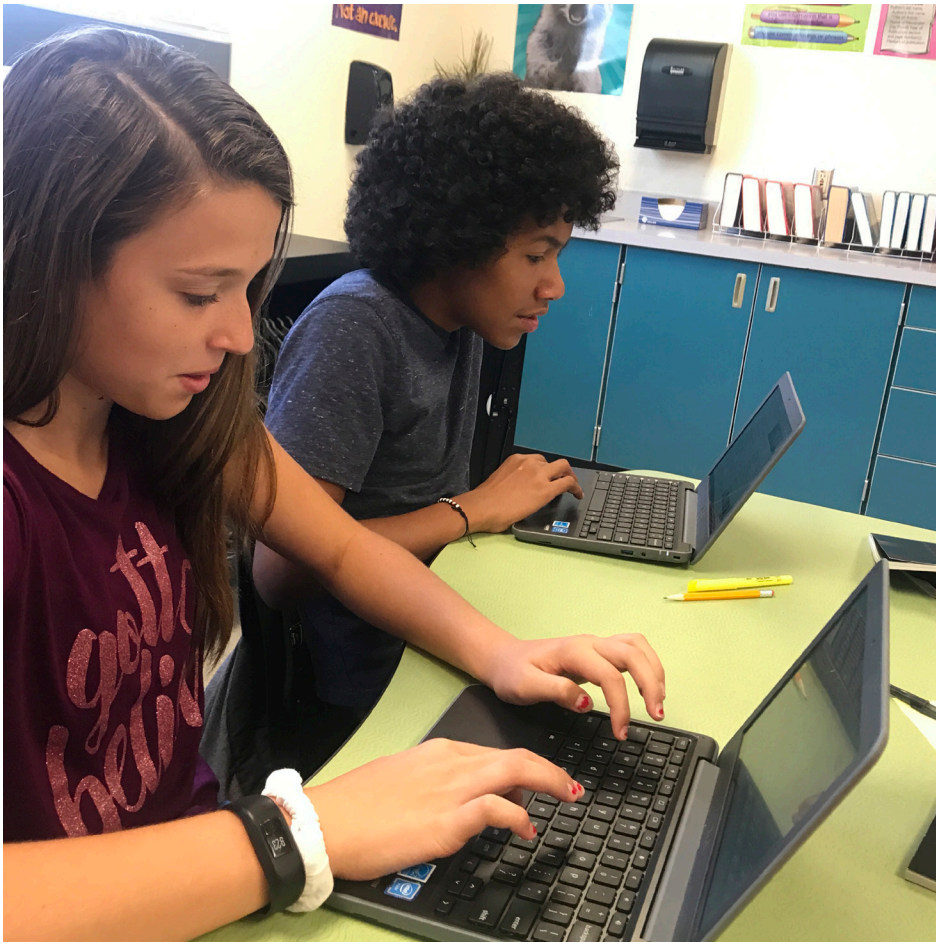
- The public can better support teachers and principals;
- Families can better understand and help support teaching and learning objectives with their children;
- Students and parents can see a clear path to academic growth and advancement among various courses and between grade levels;
- The public will understand and support public education objectives in the district as essential to continued community well-being and economic development.

Roles and Responsiblities

The Assistant Superintendent for Educational Services will review, evaluate, and revise the communications plan as needed. “Key Communicators” will be identified as part of the communications plan, and technical support will be provided by the Superintendent Office, Instructional Technology, and Support Services Department.

Timeline for Implementation

The timeline for successful implementation of the communications plan will be closely integrated with the Curriculum Management Plan timeline. It will also be aligned with the times when, traditionally, various audiences have been exposed to information about the business of schools (budget development), academic performance (report card and State Test scores release), and general times of broad public engagement and awareness (Meet the Teacher, Parent-Teacher Conferences).



Input and Feedback

Because the Liberty Elementary School District values collaboration, feedback regarding the implementation of the written, taught, and tested curriculum will be gathered at site and district leadership team meetings and collaborative teacher team meetings, parent focus groups, and through surveys.

Key considerations related to communication and feedback include the following:

- Communicate curriculum expectations to all staff by sharing the Curriculum Management Plan, as well as district curriculum on the district’s Google drive and through leadership and collaborative team meetings.
- Communicate curriculum expectations to all families on the district website and through curriculum nights at schools.
- District and site leadership will continuously monitor the implementation of the written curriculum and articulate trends and patterns through site and district leadership and collaborative team meetings.
- Survey teachers and site leaders after each trimester on needed revisions to the written curriculum. Communicate revisions prior to the first day of school and provide professional development to highlight revisions.

PROGRAM EVALUATION

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions.

Logic models for current instructional programs are included in Appendix E.

New Instructional Programs

New instructional programs will be designed with a clearly articulated plan that outlines the program's goals and purposes. An evaluation of the program will be designed to describe how the program activities are linked to their intended effects. A logic model will be required to visually depict how a program is expected to work and achieve its goals, specifying the program's inputs, acitvities, outputs, and outcomes.

The logic model will provide the foundation for the overall program evaluation plan.

The logic model will include the following components:

- Inputs
- Activities
- Outputs
- Short-term outcomes
- Mid-term outcomes
- Long-term outcomes

The program evaluation plan will include the following:

- goals and objectives of program
- Key activity descriptions
- Fidelity outputs for each activity and description of data collection tools
- Short-term and mid-term outcomes with formative measures
- Long-term outcomes with summative measures
- Schedule for implementation of the program activities and data collection
- Roles and responsibilities for key personnel
- Budget and budget narrative
- Schedule for mid-year reports to cabinet and annual reports to the Governing Board in the first three years of operation with disaggregated data evaluating program effectiveness and efficiency.

Process Evaluation

The evaluation plan should develop goals for future evaluations and questions these evaluations should answer. This information will drive decisions on what data will be needed and how to collect them. For example, stakeholders may be interested in the extent to which the program was implemented as planned. Determining that requires documentation on program design, program implementation, problems encountered, the targeted audience and actual participation. Process questions to evaluate may include the following:

- How is the program operating, and in what context does it operate?
- Has the program been implemented as planned
- How can the progam's operation be improved?

Outputs will be listed as evidence of implementing the program with fidelity. The outputs will provide a minimum standard of program fidelity. In other words, if the fidelity standards were met for minimum expectation, it would be assumed that the program was appropriately implemented. Therefore, any results achieved could reasonably be correlated to the effect of the program and could be compared to results at other schools or places of implementation that also met the minimum fidelity standards of implementation.

Outcome Evaluation
When the progam implementation is stable and changes to the program are unlikely, impact or outcome evaluation study will take place. Evaluation will study the program's impact on participants and whether it achieved its objectives.

Short-term outcomes will be established that provide formative assessment leading indicators of program activity results with timelines of a trimester or 90-day plan. Mid-term outcomes will be established that provide formative measurable results for outcomes expected in less than a year. Long-term outcomes will be established that provide annual summative measures that can be compared annually. Finally, an overall expected impact will be established that describes the vision of expected results after three to five years of program implementation.

A program evaluation plan will be written for all new instructional programs and presented by the Assistant Superintendent for Educational Services to Cabinet for review prior to presentation to the Governing Board for approval.

Continuing Instructional Programs

Continuing instructional programs will follow respective program evaluation plans for implementation, including data collection and monitoring, evaluation, and budget review. Outcome evaluation reports to the Board are required every three years for long-term or on-going projects. Annual reports must include disaggregated data evaluating program effectiveness and efficiency.

The Assistant Superintendent for Educational Services provides oversight to Educational Services administrators for the design, implementation, and evaluation of instructional programs.

APPENDIX A: Curriculum and Resource Plan

Curriculum Development and Instructional Resource Plan			
Year	**Phase 1 (Year 1) Curriculum Identification**	**Phase 2 (Year 2) Curriculum Development & Instructional Resource Adoption**	**Phases 3 -5 (Year 3) Curriculum Implementation, Evaluation, and Revision**
2018-2019	K-8 ELA K-8 Math K-8 Science K-8 Social Studies Content	K-8 ELA K-8 Math K-8 Science K-8 Social Studies Content	
2019-2020	6-8 Science 3-5 Science CC Concepts 6-8 Social Studies Inquiry	6-7 Science Vetting, Pacing & Resource Alignment	K-8 ELA K-8 Math K-6 Science K-8 SS Content
2020-2021	K-2 Science CC Concepts K-5 Social Studies Process	K-8 Science adopted materials 3-5 Science CC Concepts 6-8 Social Studies Inquiry Units	K-8 ELA K-8 Math K-7 Science 3-5 Science CC Concepts 6-8 Social Studies Inquiry Units
2021-2022	Special Areas: Music, PE	K-2 Science CC Concepts K-5 Social Studies	K-8 Science 6-8 Social Studies
2022-2023	Special Areas: Art Project-based Learning Introduction	Special Areas: Music PE Equipment	K-2 Science CC Concepts K-5 Social Studies
2023-2024	K-8 ELA	Special Areas: Art Project-based Learning Introduction	Special Areas: Music, PE
2024-2025	K-8 Math	K-8 ELA Adoption	Special Areas: Art Project-based Learning Introduction
2025-2026	Project-based Learning Refinement	K-8 Math Adoption	K-8 ELA
2026-2027	K-8 Science	Project-based Learning Refinement	K-8 Math
2027-2028	K-8 Social Studies	K-8 Science	Project-based Learning Refinement
2028-2029		K-8 Social Studies	K-8 Science

APPENDIX B: Instructional Resources

PRIMARY RESOURCES			Updated: 06/27/2022	
Subject	**Title**	**Grade**	**Copyright**	**Publisher**
Social Emotional Learning	Steps to Respect Complete School Program	3-6	2001	Committee for Children
Social Emotional Learning	Second Steps Middle School Levels 1, 2, and 3 Kits and Combo Pkg	6-8	2002	Committee for Children
Social Emotional Learning	Second Steps Pre/K, Grades 1, 2, 3, 4, and 5 Kits and Combo Pkg	K-5	2002	Committee for Children
ELA	World of Wonders	PS	2017	McGraw Hill
ELA	Reading Wonders	K-5	2017	McGraw Hill
ELA	Reading Maravillas	K-5	2015	McGraw Hill
ELA/SPED	Reading Wonderworks	SPED	2017	McGraw Hill
ELA	Harcourt Collections	6-8	2017	Houghton Mifflin
Math	Honors Algebra 1 Applications, Equations, and Graphs	8	2012	McDougal Littell
Math	Geometry	8	2012	Holt McDougal Larson
Math	Eureka Math	K-8	2015	Eureka Math
Math	Algebra I	8	2012	Holt McDougal Larson
PE	Dynamic PE for Secondary School Students	7-8	2002	Benjamin Cummings
PE	Dynamic PE for Elementary School Children	K-6	2004	Benjamin Cummings
Science	Picture Perfect Science	K-2	2017	NSTApress National Science Teachers Association

APPENDIX B, Continued

SUPPLEMENTAL RESOURCES			Updated: 06/27/2022	
CONTENT	**TITLE**	**GRADE**	**COPYRIGHT**	**PUBLISHER**
ELA	SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words	K-8	2020	Collaborative Classroom
Math, ELA, Science, Social Studies	IXL (for MAG classrooms only)	preK-12	2022-updated annually	IXL Learning
ELA	Reading A-Z (web-based program)	K-5	2022- updated annually	A Cambium Learning Group Company
ELA	Read Naturally Live (web-based program)	K-3	2022- updated annually	Read Naturally, Inc.
ELA	Achieve 3000	3-8	2021	Achieve3000
Math	Dreambox Learning	K-8	2022-updated annually	DREAMBOX LEARNING, INC.
Science	Gizmos- Explore Learning	3-8	2022-updated annually	ExploreeLearning
ELA	Reading Horizons	K-3	2019	Reading Horizons
English Language Learning	Lexia English	ELL students only (K-8)	2022- updated annually	Highspot, Inc.
ELA	Phonemic Awareness Curriculum: Heggerty	K-2	2015	Literacy Resources, Inc
ELA	Benchmark Phonics Skill Bags: STARTUP, BUILDUP, SPIRALUP	K-6	2012	Benchmark Education Company

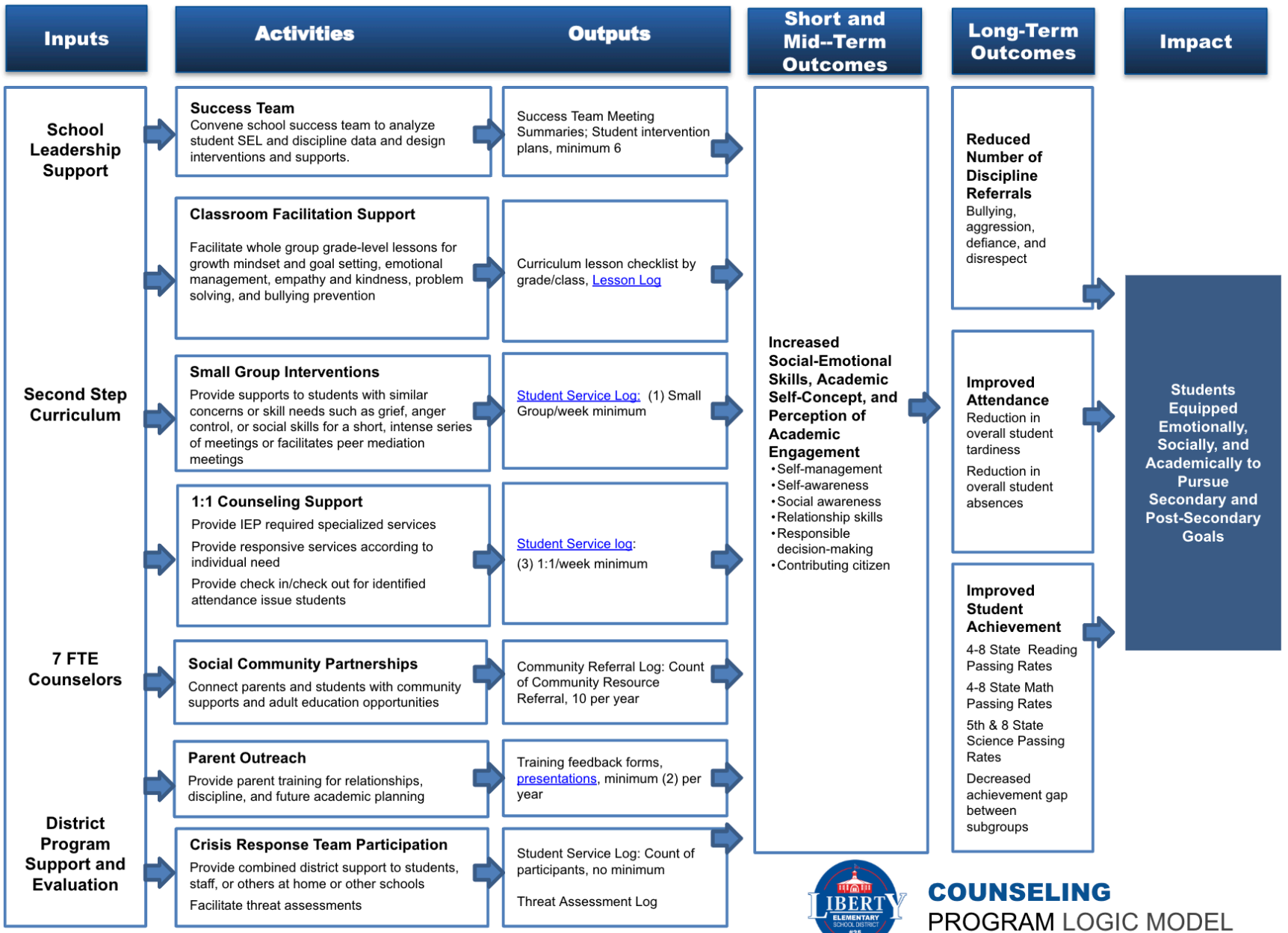
APPENDIX C: Assessment Plan SY2021

Assessments Windows:
Aug.4-19: Achieve 3000 Level Set
Aug.8-12: Acadience PRE (K-3)
Aug.8-12: Writing PRE (K-8)
Aug.11-19: Illuminate PRE (2-8)
Sept.7-13: CogAT Round 1 (1-8)
Nov.3-10: Illuminate Tri 1 (M:3-8/E:2-8)
Nov.14-15: Writing POST (K-8)
Dec.5-9: Acadience MID (K-3)
Dec. 5-13: Achieve 3000 Level Set
Jan.4-11: CogAT Round 2 (1-8)
Jan.30-Mar.17: AZELLA (K-8)
Feb.9-16: Illuminate Tri 2 (M:3-8/E:2-8)
Feb.21-22: Writing (K-8)
Mar.1-3: 7th Grade Algebra Test
Mar.20-Apr.14: AzSCI 5th & 8th Grade
Mar.27-31: CogAT Kinder Screener
Apr.3-28: AASA (3-8)
Apr.24:28 CogAT Kinder POST
May 1-5: Acadience POST (K-3)
May 1-9: CogAT POST (1-8)
May 10-17: Achieve 3000 Level Set
May 4-12: Illuminate POST (2-8)

APPENDIX D: Professional Development Plan

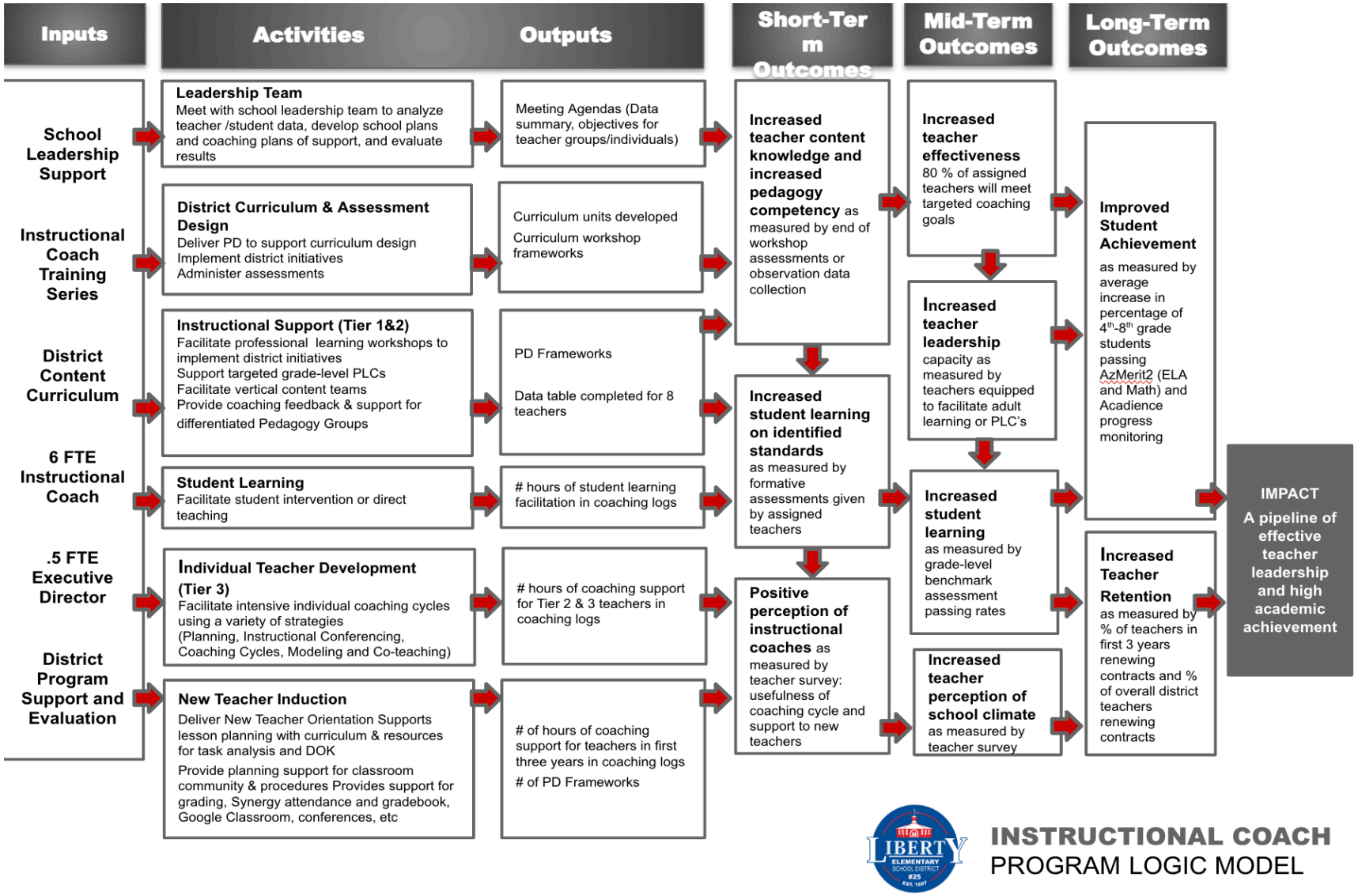
Dates	Professional Development Calendar/Schedule 2:00 - 4:00
Early Release Date	Type
August 3	First Day of School
August 10	Site Day: Teacher Evaluation/handbook
August 17	Site Day: Achieve3000/Dreambox/targeted Interventions Score Writing Pre-Assessment
August 24	Site Day: 301 Goals using Pre-Assessment Data Score Writing Pre-Assessment
August 31	District Day: Math Questioning (proximity, stop thinking, keep think and Fractions Outcome: Math- Teacher Outcome: (Questioning) Teachers will identify student questions and the purpose behind the student questions. Teachers will only engage in "keep thinking" questions.
September 7	Site Day: Data Day (Achieve3000, Dreambox, PM, CFA, Discipline **Differentiated Session: Second Grade (Questioning)** **Liberty Room B137**
September 14	District Day: ELA Main Idea and Metacognitive Model Outcome: ELA: Main Idea and Informative Writing Outcome: Teachers will utilize a metacognitive model to show and tell the process of finding the main idea / central idea one subobjective at time.
September 21	Progress Report Prep/Site Day
September 26	District In-Service Day (Full Day)
September 28	PT Conferences
October 5	Site Day: Data Day (Achieve3000, Dreambox, PM, CFA, Discipline **Differentiated Session: Kinder Topic and Facts**
October 10-14	Fall Break
October 19	Site Day
October 26	District Day: Math Teacher Questioning (advancing and assessing and Fractions Outcome: Math: Teachers will plan for and utilize assessing and advancing questions to support meaningful math discourse and m students forward conceptually through their questioning.
November 2	Report Card Prep/Site Day/Data Day (Achieve3000, DB, PM, CFA
November 9	District Day: ELA Opinion and Argumentative Outcome: ELA: TTW plan aligned model and guided practice for teaching one objective at a time for opinion / argument text comprehension.
November 16	Site Day- Trimester I Data Analysis **Differentiated Session: First Grade** (Reading Comp. of Math Word Problem) Score writing
November 23-25	Thanksgiving Break
November 30	District Day: scoring writing
December 7	Site Day
December 14	Site Day- Holiday Celebration
December 19-January 1	Winter Holiday

January 4	Report Card Prep/Site Day/Data Day (Achieve3000, DB, PM, CFA)
January 11	PT Conferences
January 18	Site Day:
January 25	District Day: Math Comprehension of Mathematics Word Problems (math to self, math to math, math to world) Outcome: Math: Teachers understand and can use three tools to support learners reading comprehension of mathematics word problems.
February 1	Site Day: Data Day (Achieve3000, Dreambox, PM, CFA, Discipline) **Differentiated Session :Third Grade** (Content Representation and Structure (Build, Draw, Write))
February 8	District Day: ELA Comparing Multiple Informational Text Outcome: ELA: TTW explicitly teach and check for understanding at the sub-objective level how to identify main idea and key details from multiple sources, reformat the information, and write an informative text.
February 15	Report Card Prep/Site Day
February 17th	District In-Service Day (Full Day)
February 22	Site Day Score Writing
March 1	Site Day: Trimester II Data Day (Achieve3000, Dreambox, PM, CFA) Score Writing
March 8	Site Day: AASA
March 13-17	Spring Break
March 22	Site Day
March 29	District Day: Math Representation and Structure (build-draw-write) Outcome: Math: Teachers will plan for and facilitate explorations and discussions that focus on representation and structure across the instructional sequence to move students forward conceptually. (Build
April 5	Report Card Prep/Site Day/Data Day (Achieve3000, DB, PM, CFA)
April 12	Site Day: **Differentiated Session: First Grade** (Complex Instruction)
April 19	Site Day
April 26	District Day: Math Complex Instruction Outcome: Math: Teachers will plan for and utilize Complex Instructio to support meaningful math discourse and move students forward conceptually through their implementation of Complex Instruction.
May 3	Site Day: Data Day (Achieve3000, Dreambox, PM, CFA)
May 10	Report Card Prep/Site Day
May 17	Site Day

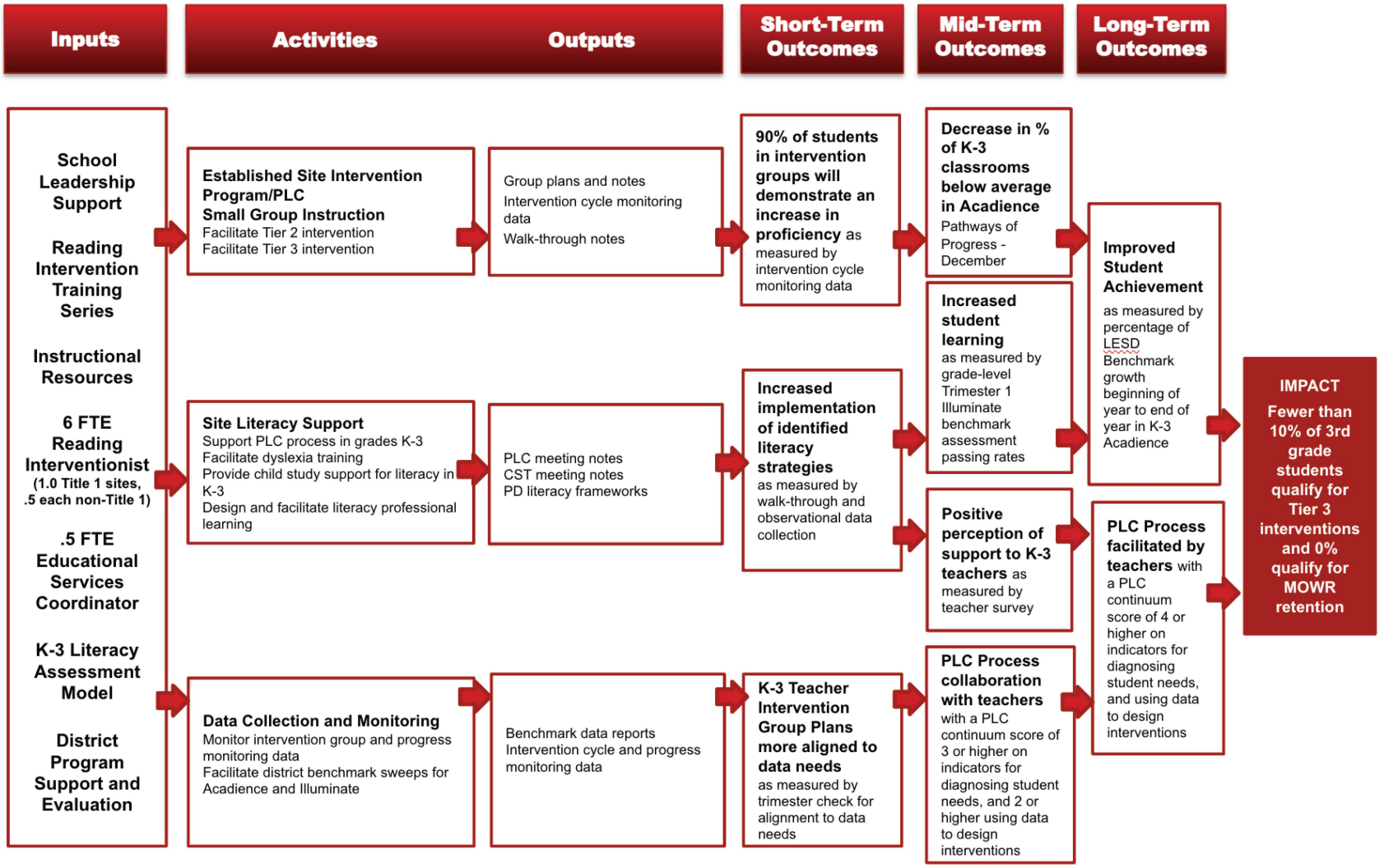


COUNSELING PROGRAM LOGIC MODEL

Updated: 05/09/2022



INSTRUCTIONAL COACH
PROGRAM LOGIC MODEL



LIBERTY ELEMENTARY SCHOOL DISTRICT #25

READING INTERVENTION
PROGRAM LOGIC MODEL