

# GLEDOVER ELEMENTARY

## CURRICULUM AND INSTRUCTIONAL PRACTICES POLICY

### REQUIRED LAW THAT POLICY MEETS

The school council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance the students' achievement and help the school meet the goals established by KEA 158.645 and 158.6451. The principal or head teacher shall be the primary administrator and the instructional leader of the school, and with the assistance of the total school staff shall administer the policies established by the school council and local board.

The curriculum of Glendover Elementary School shall be designed so that all students achieve to their highest potential. The curriculum shall comply with all applicable state and federal statutes and regulations.

### DETERMINATION OF CURRICULUM

Curriculum shall be defined as all experiences provided by the school, which are designed to help children develop academically, socially, emotionally, and physically. Curriculum influences both what is taught and how it is organized for delivery.

### CURRICULAR GUIDELINES

Our curriculum will:

- Be aligned vertically and horizontally with Kentucky Academic Standards for all subjects: Reading and Writing, Mathematics, Science, Health Education and Physical Education, Visual and Performing Arts, Computer Science and Technology. Amendments to the Kentucky Academic Standards will become effective immediately upon approval by the Kentucky Board of Education.
- Be designed to help all students master the content.
- Be revised as necessary based on school needs assessment through the comprehensive school improvement planning process, professional learning communities, and analysis of student results.
- Reflect the strategies adopted in Glendover's Comprehensive School Improvement Plan.
- Provide equitable access to common academic core content for all students.

All teachers will:

- Teach the Kentucky Academic Standards assigned for their particular area or areas.
- Disseminate curriculum expectations for their classes to students in an age-appropriate way and to all parents.
- Develop long-range plans, standards-based units of study, and common unit assessments that will be updated by teachers at least annually. Copies of all common assessments and standards-based units will be maintained in the Staff Folder on Google Drive or on the electronic databased maintained by FCPS.

The principal will:

- Monitor implementation of the adopted curriculum and ensure that classroom practice is aligned with the adopted curriculum standards and instructional practices, and that the adopted curriculum standards and instructional practices align with Kentucky Academic Standards.

- Collect evidence of implementation through the review of grade level standards-based units and individual teacher lesson plans.
- Ensure that teachers maintain evidence of student progress toward mastery of the standards as outlined in the Kentucky Academic Standards. Evidence may include teacher checklists and common assessment matrices with questions broken down by the standard assessed.

### CURRICULUM REVISION

The SBDM Curriculum Committee has the responsibility of reviewing curriculum information and making any needed recommendations to the Council on revisions. When feasible, the Curriculum Committee has representation from each grade level, each support team, and parents. The representative for each stakeholder is responsible for ensuring that the Curriculum Committee is informed of current assessment upgrades and changes in content.

The Curriculum and Instructional Practices Policy will be evaluated and revised when one or more of the following events occur:

- State officials modify Kentucky Academic Standards,
- FCPS leaders or FCPS Teaching and Learning groups modify district curriculum documents,
- Other schools in FCPS identify a need for changes in their curriculum or in Glendover's that could alter our vertical articulation, create curriculum gaps, or allow unintended overlaps and redundancy,
- During staff discussions, one or more teachers at Glendover identify a weakness or opportunity for improvement that needs to be addressed to ensure success for all students,
- Other stakeholder input or data demonstrate a need to do so.

### INSTRUCTIONAL PRACTICES

Instructional practices should focus on ensuring that all students reach proficiency in the content of all areas of the curriculum. These practices should

- Be developmentally appropriate.
- Be differentiated to meet the individual needs of students.
- Incorporate high-yield strategies into instruction and learning (Hattie, Marzano).
- Ensure access to grade-appropriate content for all students.
- Promote higher-order thinking skills.
- Intellectually engage all students through the use of student-centered instructional strategies (i.e., Kagan Structures, cooperative learning, learning centers, hands-on activities, technology).
- Address various learning styles, multiple intelligences and brain research.
- Promote intentionally-planned content area and interdisciplinary connections.
- Integrate the use of technology that enables students to demonstrate their learning.
- Reflect diversity for all students.
- Incorporate strategies and methodologies that reflect best practices in current educational literature.
- Provide students with instructional opportunities to connect their learning to real-life experiences.

FIRST READING: September 10, 2019

SECOND READING: November 12, 2019

DISTRIBUTED TO STAKEHOLDERS: November 13, 2019

APPROVED: