Kyrene School District

Curriculum Management Plan

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Purpose of the Curriculum Management Plan

The Kyrene School District Curriculum Management Plan is designed to support student learning by guiding the educational experiences that ensure high school preparation and life-long success. The purpose of this plan is to coordinate efforts in designing, developing, and delivering curriculum that is aligned from school to school and from classroom to classroom to meet the needs of a diverse student population. The plan outlines the expectations and procedures regarding the written curriculum, the taught curriculum, and the assessed curriculum. The curriculum management plan will be updated annually with time sensitive information with a comprehensive review every three years.

Intended Audience for the Curriculum Management Plan

The intended audience for the Kyrene School District Curriculum Management Plan is primarily internal stakeholders including teachers, school leaders, district departments, district leadership and the Kyrene Governing Board. Families, community members, and other interested parties also have access to the Curriculum Management Plan for transparency of district curriculum implementation processes.

Statutory and Local Authority

Guidance and authority for a school district under the direction of the local governing board to define and implement a curriculum management plan is outlined in Arizona Revised Statutes Title 15 particularly Chapter 3 Article 3 and Chapter 7 Article 1, 2, and 3. Kyrene School District Policies and Procedures Manual Chapter 5 further define curriculum expectations and responsibilities.

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District and Background Information

The Kyrene Promise

We promise to provide welcoming, inclusive learning environments in which every student is honored, valued, and feels a strong sense of belonging and purpose.

We promise to provide rigorous, responsive learning environments in which every student is given what they need to develop knowledge, skills, confidence, and a passion for learning.

We promise to provide vibrant, world class learning environments in which every student believes they are empowered and prepared to make a meaningful impact on a rapidly changing world.

Portrait of a Kyrene Kid

The Portrait of a Kyrene Kid reflects our community's collective vision of the skills, traits, and competencies each of our students should exemplify by the time they complete 8th grade, in preparation for high school, college, career and beyond.

The portrait is the culmination of a year-long effort to engage hundreds of stakeholders, including students, parents, educators, business leaders and community members, in its development. The portrait is a touchstone for Kyrene School District to identify priorities and will be the foundation for the next 5-year strategic plan. With this portrait as a guide, Kyrene students will be *ready for the future*.

Connection: We build and maintain trusting relationships so that our students, families, and staff are seen, heard, and valued.

Compassion: We treat and respond to others with dignity, understanding, empathy, and kindness.

Courage: We possess the moral and mental strength to do what is right, even when it is challenging.

Collaboration: Together, we make a difference, by learning and working in unity to deliver excellence for our students, colleagues, and community.

Curiosity: We reach beyond our comfort zone to explore innovative and unconventional ideas with a sense of wonder.

Curriculum Management Plan

The Kyrene School District Curriculum Management Plan is designed to support student learning by guiding the educational experiences that ensure high school preparation and life-long success. The purpose of this plan is to coordinate efforts in designing, developing, and delivering curriculum that is aligned from school to school and from classroom to classroom to meet the needs of a diverse student population. The plan outlines the expectations and procedures regarding the written curriculum, the taught curriculum, and the assessed curriculum.

Curriculum design and classroom success are dependent on our understanding that curriculum and instruction share an interdependent relationship. As one considers using research-based strategies, the context for their application is equally significant when maximizing learning. An effective instructional practice loses its value when used with the wrong content. Conversely, high academic standards without powerful instructional methods result in similar failure. Strong curriculum guides offer direction in both areas; and, the delivery of a common curriculum with clear, intelligible, and aligned standards inclusive of assessments is critical to student and school success.

The district believes that teachers are the most important influence on student achievement and that effective instruction causes learning. The school district is responsible for providing teachers with the resources necessary to implement the written curriculum including a comprehensive and systematic professional development program linked to curriculum design and delivery. Teachers are responsible for effectively delivering the curriculum by aligning instruction to the written curriculum and by using assessment information to ensure that the written curriculum, the taught curriculum and the learned curriculum are one in the same.

Teachers implement curriculum in ways that allow for innovation and acceleration of learning. Additionally, they implement curriculum with integrity and have the flexibility to revise and adjust lessons to address the needs of each learner. It needs to be clear which curriculum design decisions should be system-based and at what level. District-level curriculum decisions are the ones that are considered **tightly held**, meaning that everyone in the district is required to abide by them. Curricular delivery decisions are often made at the classroom level, which are considered **loosely held**. These include decisions about the means teachers use to support students reaching mastery.

- **Tightly held** expectations include (1) implementation of the scope and sequence (i.e. year at-a-glance), (2) progress monitoring (i.e. unit, interim), and (3) utilization of adopted materials.

- **Loosely held** expectations include (1) specifics of daily planning, (2) differentiated and responsive instruction and (3) use of high-quality resources that are aligned to curriculum guides/standards and of appropriate rigor.

Guiding principles for curriculum management, instructional management and assessment management are based upon the Curriculum Management Audit standards and are rooted in the theory of rationality and quality control. According to English (1988), organizations develop goals, translate them into congruent activities, and portion resources based upon goal priorities. Further, based upon feedback obtained from evaluation, the cycle is repeated until the desired results are obtained in a cost-effective manner. Over time, when the cycle is systematically repeated, the organization achieves sustained improvement in results. Such an organization has purpose and institutes management principles to help maintain what Deming (2000) referred to as "constancy of purpose" and quality control of products and services.

Curriculum Management Principles

- Curriculum development is dynamic and includes processes for the management, development, and delivery of the curriculum.

- Curriculum development reflects the best understanding of the growth and development of learners in a changing society, the needs of the community, research-based practices, culturally relevant curriculum, state law, and Arizona State Board of Education requirements.

- Standards and student expectations are based upon the Arizona Standards and provide a framework for the development of a core set of nonnegotiable and measurable learner objectives/student expectations that are vertically and horizontally aligned. The results are well-articulated scope and sequence documents for all content areas and grade levels that guide decisions about teaching and learning.

- Curriculum documents are aligned and easily accessible.

- Curriculum is assessed by formative and summative assessments at the district, school, classroom, and individual student level.

Instructional Management Principles

- Teachers are expected to primarily use district approved core and supplemental curriculum resources.

- Classroom instruction, including instruction for special population groups, shall be aligned to the district curriculum to include all skills and content required by the standards-based scope and sequence for the course being taught.

- Teachers design lessons and select resources to ensure alignment to district curriculum expectations.

- Instructional delivery of curriculum by Kyrene teachers is built around the concept of mastery learning and a set of research-based instructional strategies.

- Professional learning is designed and implemented to prepare staff members to effectively deliver curriculum and differentiate instruction based upon identified needs of students.

Assessment Management Principles

- Student assessment data is disaggregated, distributed, and used to:
  - plan for student learning

- o modify instruction
- o communicate student performance progress to parents
- o direct continuous district/school improvement
- o make programmatic decisions

- District curriculum will be assessed to evaluate its overall effectiveness and its capacity to produce desired student achievement results. This will be achieved through the use of aligned curriculum-based assessments.

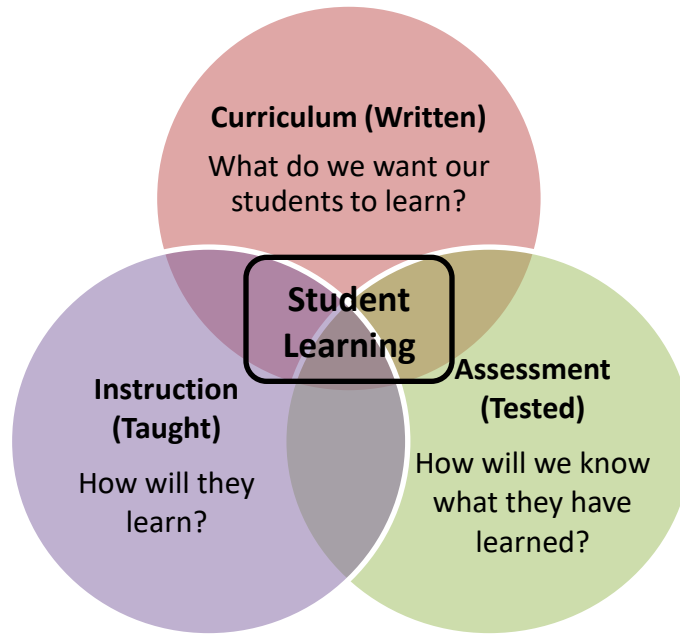- See Kyrene's System of Assessments for further details and information.

Curriculum Model

The Curriculum Model embraced by Kyrene School District is based on Fenwick English's alignment model that includes three components: written curriculum, tested curriculum and taught curriculum. The basic assumption of this model is that the district must manage for quality control through the design and delivery of the curriculum. As such, quality control is defined as reducing random variation through the use of well-written curriculum documents, aligned to state assessments and implemented by teachers that have been trained to deliver the curriculum through aligned professional development. Kyrene has created a coherent system that can be managed and controlled for quality purposes and improvement over time.

Alignment of Standards-Based Teaching and Learning

Curriculum alignment is the degree to which the written, taught, and tested curriculum is congruent. It is also the extent to which the curriculum is used to guide decisions about assessments, materials, textbooks, strategies, programming, grouping patterns, professional development, facilities, and budgeting. If there is alignment of the curriculum, there is systemic agreement and connectedness, both horizontally and vertically providing a coherent system and creating a strong foundation for all students.

- **Written curriculum** is defined as those standards, goals, and objectives that students are to achieve, and teachers are to teach. It contains objectives which are aligned to the state standards, assessments, suggested timeframes, examples of instructional and differentiation strategies, aligned resources, and correlations to state assessments.

- **Taught curriculum** refers to the delivery of the written curriculum (i.e. instruction). Teachers are required to develop lesson plans and approaches to instruction for teaching the written curriculum.

- **Tested curriculum** is the portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum.

Curriculum (Written)
What do we want our students to learn?

Student Learning

Instruction (Taught)
How will they learn?

Assessment (Tested)
How will we know what they have learned?

Written Curriculum Process

This part of the Curriculum Management Plan focuses on the written curriculum and the process used by the district to develop, customize, and/or revise curriculum.

There are four phases in curriculum development, customization and revision. Due to the cyclical nature of curriculum work, all phases will be present over time for different grade levels, content areas, and/or courses.

- Phase 1 – Assess Curricular Needs
- Phase 2 – Plan and Develop, Customize, or Revise Curriculum
- Phase 3 – Implement the Curriculum
- Phase 4 – Evaluate and Revise Curriculum

In addition to curriculum development, the district must also commit to clear and consistent communication about curriculum processes and updates. Appendix A outlines expected curriculum communication throughout a school year. A communication plan for each year will be established and customized depending upon need and planned activities. Through critical stakeholder feedback, the district will also continue to seek opportunities to improve and streamline communication.

Phase 1 – Assess Curricular Needs

During Phase I, the Directors of Academic and Equity and Excellence, in collaboration with members of Academic Equity and Excellence Department and Curriculum Council, are charged with the responsibility of reviewing national, state, and local standards for the purpose of guiding the development, customization, and revision of curriculum documents. District student performance data including subgroup analysis is a major factor in determining curricular effectiveness and is a basis for recommended changes.

Annually, the Curriculum Council, in conjunction with school leaders, reviews proposals for new course requests. In addition, curriculum work plans are developed by the Executive Director of Academic Equity
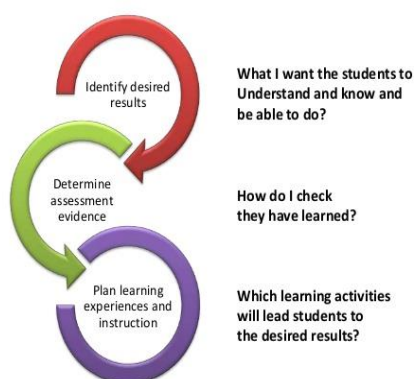
and Excellence and submitted to the Superintendent for budgeting purposes. Budget priorities will be established and submitted for review in advance of the budget being approved.

Phase 2 – Plan and Develop, Customize, or Revise Curriculum

During Phase II, Curriculum Teams, under the leadership of the Executive Director of Academic Equity and Excellence will develop the philosophy, vision, and belief statements for their respective content areas. Curriculum guides are developed for all content areas, grade levels, and/or courses. This includes curriculum guides specific to core content area, elective, GATE/gifted, English Language Development, Dual Language, and intervention courses.

Using the learner profile, Arizona State Standards, assessment results as available, and year-at-a-glance documents; curriculum guides are developed, customized, or revised whichever is deemed appropriate for the particular curricular content area. The curriculum guide templates follow a backward design model that identifies desired results, assessment evidence, and support for planning learning experiences and instruction and include the following components.

The Backward Design Process

Identify desired results — What I want the students to Understand and know and be able to do?

Determine assessment evidence — How do I check they have learned?

Plan learning experiences and instruction — Which learning activities will lead students to the desired results?

Wiggins & McTighe (2000)

- Unit Title and Description
- Suggested Timeframe
- Prerequisite Skills, Knowledge and Attitudes
- Standards Addressed
- Essential Questions and Enduring Understandings
- Learning Goals and/or Scales
- Evidence of Learning (pre-assessment, formative assessment, mid unit, and end of unit assessment resources)
- Plan for Learning (primary instructional resources, academic vocabulary, instructional guidance, additional instructional resources)
- Meeting the Needs of All Learners (resources for enrichment and intervention, culturally relevant assignments, technology integration)

Currently, the website and shared drives house all curriculum documents. Ideally, in the future, a learning management system will be implemented to improve organization of and access to this collection. Updates are made to curriculum documents annually or as needed. Information about curriculum guides is shared with teachers each year in new teacher orientation as well as through short recorded summaries and email notifications.

Phase 3 – Implement the Curriculum

During this phase the Directors of Academic Equity and Excellence in collaboration with the designated staff and/or vendors are responsible for training teachers and administrators in standards, lesson design, assessments, instructional practice, and curricular resources.

Teachers use curriculum documents to guide their instructional planning. The instructional recommendations located within the curriculum documents will be used or modified to meet school and/or student needs.

Several methods are used to collect data during implementation. Teachers, school administrators, and curriculum dialogue teams provide feedback to the Academic Equity and Excellence department regarding modifications to all curriculum components. Curriculum dialogues are focus groups of teachers by grade level and content area that meet at least three times a year to provide more detailed feedback that can be gathered through a survey. Classroom walkthroughs facilitated by curriculum staff are utilized to provide job embedded professional development to school leaders, gather data about the needs of teachers, and improve implementation of curriculum. Implementation walkthroughs provide formative information about implementation and are not evaluative. Common interim assessments are administered three times per year in English Language Arts and Mathematics in grades K-5 and in English Language Arts, Mathematics, Social Studies and Science in grades 6-8, for purpose of monitoring student progress and curriculum effectiveness.. Common assessments and reporting tools are developed and utilized by job-alike teacher groups (i.e. special area/elective teachers, gifted resource teachers, interventionist).

Phase 4 – Evaluate and Revise Curriculum

During this phase, the Directors of Academic Equity and Excellence in collaboration with members of Academic Equity and Excellence Department and Curriculum Council, will analyze student performance data along with feedback from teachers and school administrators to make decisions regarding priorities for curriculum revisions. This information will be used to improve curriculum design, provide quality professional development to teachers, and to adjust the instructional delivery system based on lesson design and delivery principles of accuracy and precision (i.e. deep alignment). Evaluation and revision of curriculum will be based on a cycle aligned with revision of Arizona State Standards and expected dates for district implementation.

Instructional Model

The Teaching and Learning and Evaluation Framework is Kyrene's definition of effective instruction. It outlines the key strategies within planning, teaching, and response to learning that we believe lead to increased student achievement. The framework provides a common language for effective instruction, which enables us to align classroom implementation, teacher evaluation, and professional development.

Plan

Planning is the first step in effective instruction. Parallel to curriculum development processes, teachers plan units and lessons using the backward design process. Teachers start with the end in mind by defining what they want students to understand, know and be able to do. Next teachers define acceptable evidence of student learning. Finally, teachers consider the diverse needs of their students and determine which learning activities will lead to the desired results. Plans are fluid, teachers continually monitor and adjust instruction based upon formative assessments and checks for understanding. Teachers plan for teaching through content and differentiation as well as plan for learning through classroom routines, procedures, and structures.

Teach

Instructional delivery of curriculum by Kyrene teachers is built around a mastery learning and a set of research-based instructional strategies. The structure is based upon the concept of continuous progress toward mastery and the need to differentiate instruction for each student based on data. Mastery learning does not dictate either a direct instruction or inquiry-based approach to instruction; instead, it focuses on student mastery of standards, culturally responsive and inclusive instruction, and effective differentiation.

Elements of instruction are the critical attributes of effective teaching. Any program or model of instruction is only successful to the degree of the implementation of the elements. Researchers like Madeline Hunter (1982), Art Costa (2009), Robert Marzano (2003), Robert Bybee (2006), and most recently John Hattie (2011) have clearly demonstrated the positive impact of teacher decisions on student learning in terms of measurable achievement gains.

Direct Instruction

Direct instruction is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. Direct instruction is the use of straightforward, explicit teaching techniques, combined with student practice and feedback to teach concepts, skills, and application.

| Elements of Direct Instruction	Description
Learning Goals and Lesson Targets	A clear, concise description of what will be learned and how it will be assessed.
Anticipatory Set	Explains purpose or relevance; captures student interest in the lesson.
Teach and Model	A demonstration or explanation of a single brief step, procedure or operation.
Guided Practice	Students' immediately imitating or practicing each small, manageable step as teacher observes.
Check for Understanding	Quick observation/assessment of each small step of lesson during and after each guided practice.
Adjust Instruction	Adjustments to teaching made based on feedback received from each "check for understanding".
Closure	Students consolidate the learning from the lesson.
Independent Learning/Assessment	Students' independently practicing/completing assessment to demonstrate mastery of learning objective.

Inquiry-Based Instruction

Inquiry-based learning is an approach to teaching and learning that places students' questions, ideas and observations at the center of the learning experience. The 5E model sequences learning experiences so that students have the opportunity to construct their understanding of a concept over time. The model leads students through five phases of learning that are easily described using words that begin with the letter E: Engage, Explore, Explain, Elaborate, and Evaluate.

Elements of Inquiry	Description
Engage	Provides the opportunity for teachers to find out what students already know or think they know about the topic and concepts to be developed.
Explore	Provides a common set of experiences within which students can begin to construct their understanding.
Explain	Provides opportunities for students to connect their previous experiences with current learning and to make conceptual sense of the main ideas of the module.
Elaborate	Provides opportunity for students to apply or extend previously introduced concepts and experiences to new situations.
Evaluate	Provides a summative assessment of what students know and can do.

Technology Integration

The Kyrene School District strives to utilize technology tools and resources to provide our students with meaningful and engaging learning experiences. Technology is rarely the focus of instruction, rather it is a tool that is used to access, gather, and create information; organize and analyze information, and communicate ideas. Through the effective implementation of the International Society for Technology in Education (ISTE) Technology Standards for students and teachers, we can ensure that all our students will reach the district vision.
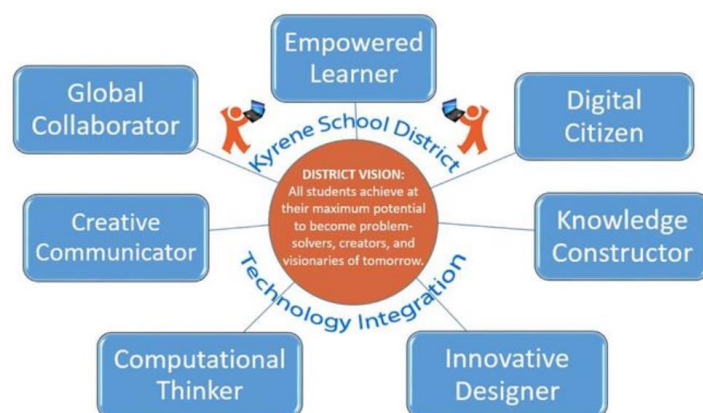
To achieve this outcome, instructional technology has defined student, teacher, and administrator goals with corresponding strategies, timelines and resources in the Kyrene School District Technology Plan. The level of technology integration in classrooms will be measured through the use of the Arizona Technology Integration Matrix (TIM) or SAMR model. The use of these tools allows us to examine ways in which technology is being integrated, provide a model of how technology can be integrated throughout instruction in meaningful ways, and move from use of technology to enhance instruction to use of technology to transform instruction.

- By 2023, all Kyrene students will experience integrated technology lessons, STEM activities, PBL, etc. across all content areas aligned with the International Standards for Technology in Education (ISTE) Student Standards.

- By 2023, Kyrene teachers will create, promote, and sustain dynamic digital age learning classrooms that provide a rigorous, relevant, and engaging education for all Kyrene students.

- By 2023, Kyrene administrators will create, promote, and sustain a dynamic digital age learning culture that provides a rigorous, relevant, and engaging education for all Kyrene students.

Respond

High-performing schools and districts embrace collaboration and make it part of their culture. In Kyrene School District we are committed to implementing and supporting Professional Learning Communities (PLCs) that are dedicated to improving the learning of each student. Teachers working interdependently in collaborative teams to achieve common goals for which all team members are mutually accountable are at the heart of high-functioning PLCs. Together with school and district leadership, everyone shares responsibility for the success of PLCs.

PLCs challenge the practice of isolation among teachers and foster the sharing of best practices. DuFour et al (2010) define a PLC as "an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve." By joining together, teachers have the potential to affect great changes in their students and their school.

The purpose of PLCs are to:
- Increase achievement of all students
- Close achievement gap for all subgroups
- Maintain a safe and collaborative learning environment
- Increase collaboration between teachers

A common vision for the importance of PLCs, expectations and purpose of PLCs, protected time for implementation of PLCs, and training in PLC methodology are district-wide expectations. Within those parameters, sites build systems and structures for how PLCs will function, share their work, request support, and reflect on implementation. To this end, different configurations are appropriate for different levels and groups of teachers. Elementary teachers will typically work with grade level colleagues (i.e. 3rd grade PLC). Middle school teachers might be part of multiple PLCs (i.e. mathematics grade level PLC or a team PLC). Special area teachers, exploratory teachers, resource teachers, and leaders participate in PLCs with colleagues in their same roles from across multiple school sites.

Members of PLCs work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes. PLCs may meet to engage in backwards planning for their upcoming unit or develop common formative assessments. PLCs also regularly examine evidence of student learning and plan for re-teaching and extensions using alternate methods or strategies.

Because PLCs are a fundamental structure needed to respond to student learning, Kyrene supports the implementation of them by crafting a Professional Learning Community (PLC) Handbook which is available for all staff. This handbook explains the tenets of PLCs, provides protocols for effective PLC meetings, and links to a plethora of resources. The PLC Handbook can be found on the Kyrene website.

Three times a year, PLCs formally engage in an interim data cycle. In this cycle, teachers gather evidence, assess, analyze, act, and reassess student progress. The tenants of an interim data cycle include assessments, analysis, action, and data-driven culture.

ASSESSMENTS
(Interim, Transparent, Aligned, Reassess)
ANALYSIS
(Quick, User-friendly, Teacher-owned, Test-in-hand, Deep)
ACTION
(Action Plan, Ongoing, Accountability, Engaged)
DATA-DRIVEN CULTURE
(Leadership, Professional Development, Scheduled)

Teachers create Response to Learning (RTL) action plans in core content areas using common protocols and templates. RTL action plans are based upon the analysis of the common assessment data to ensure student readiness to meet or exceed standards on end of year assessments. Common interim assessments are used at the elementary level for English Language Arts and Math and middle school level for English Language Arts, Mathematics, Social Studies and Science (grade 6). After collecting and organizing actionable data, teachers analyze and compare the results of the most recent common assessment to previous data to identify strengths and weaknesses by teacher, class, small student groups and down to the individual student level. Teachers then determine the instructional strategies and resources they will use during the next six to nine weeks to address conclusions from the analysis. School site leaders meet with teachers to review data and create RTL plans, visit classrooms to observe re-teaching in action, and debrief reassessment results.

Professional Learning

A cohesive and coordinated professional development plan is committed to aligning a system's resources to effectively and efficiently implement the district's written curriculum and support training in instructional practices to meet identified teacher and student needs. Such a plan also includes ongoing evaluation of professional development design and delivery to determine whether the training has led to improved student learning and achievement. An effective professional development program is coordinated at the district level, supported during implementation, and monitored to ensure institutionalization over time. Finally, the professional development program is focused and prioritized to make the best use of limited employee training time and fiscal resources.

In parallel to the curriculum management plan, a professional development plan was developed to specify the practices and procedures for professional development.. The areas of focus for professional development as aligned to the strategic goals of the district are data driven instruction, implementation of effective instruction, implementation of standards/curriculum, and support for new teachers. Each year, district leadership analyzes data from teacher evaluations, student data, and strategic plan tactics to determine the focus of professional development for the year.

Assessment Model

Effective use of student achievement data is critical to the attainment of the district's goals for student learning that are specified in the written curriculum and in the learner profile. Assessment, which is the focus of this section, provides feedback to the system for continuous improvement of the teaching and learning process. Thus, the use of assessments and the data they generate become an integral part of an effective instructional program.
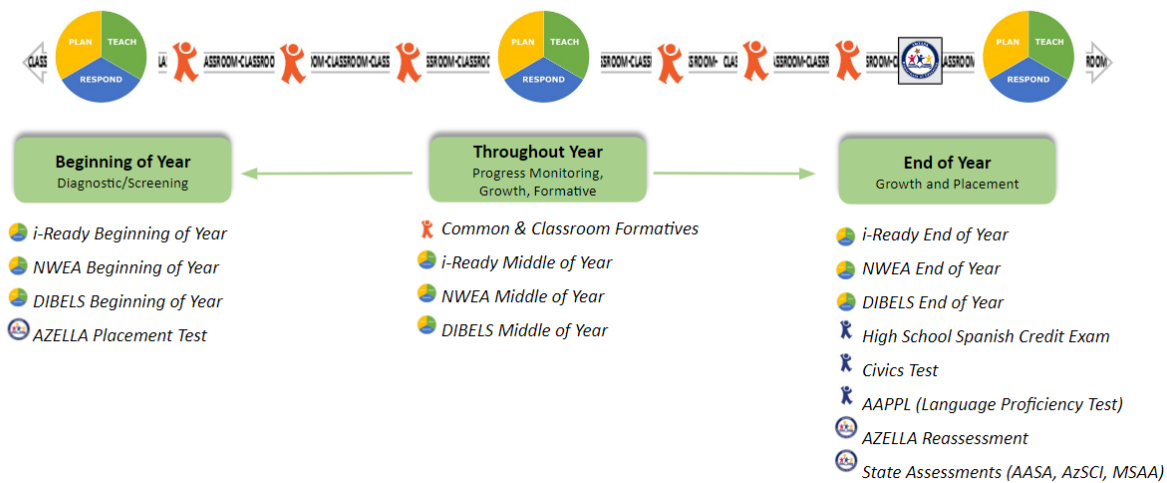
When viewed systemically, assessment is intentional, managed, consistent, aligned, coherent, and transparent. The intent is twofold. First, assessment is a process that when followed helps to determine the extent to which students are achieving and maintaining mastery of curriculum objectives. Second, it provides valuable information to improve decision making regarding classroom instruction, use of resources, needed professional development, appropriate instructional support for students, and changes or revisions to consider for curriculum design.

Kyrene System of Assessments

Kyrene School District System of Assessments establishes appropriate measures for determining the effectiveness of curricular design and instructional programming at district, school, and classroom levels. Assessments serve to provide data used to drive decisions at all levels, ensure that students are recipients of instruction anchored in a guaranteed curriculum based upon state standards, and ensure that students are recipients of instruction of a viable curriculum taught in alignment with the district's scope and sequence. Summative assessment components will focus on assessment of learning; the formative and interim assessment components will focus on assessment for learning. The system is designed to be comprehensive and inclusive, allowing for the valid assessment of all students.

Kyrene's System of Assessments include a variety of assessment instruments including diagnostic, formative, progress/growth monitoring, interims, and summative assessments. The graphic illustrates the types of assessments administered at different times of the year. A description of each assessment and an example of an assessment calendar are provided in Appendix B and C respectively. These documents are reviewed and updated annually.

Kyrene System of Assessments

Beginning of Year
Diagnostic/Screening

- i-Ready Beginning of Year
- NWEA Beginning of Year
- DIBELS Beginning of Year
- AZELLA Placement Test

Throughout Year
Progress Monitoring,
Growth, Formative

- Common & Classroom Formatives
- i-Ready Middle of Year
- NWEA Middle of Year
- DIBELS Middle of Year

End of Year
Growth and Placement

- i-Ready End of Year
- NWEA End of Year
- DIBELS End of Year
- High School Spanish Credit Exam
- Civics Test
- AAPPL (Language Proficiency Test)
- AZELLA Reassessment
- State Assessments (AASA, AzSCI, MSAA)

Data Systems and Structures

Kyrene School District utilizes several systems to administer written and assessed curriculum as well as report and analyze results.

Synergy

Synergy is our student information system. It houses all student demographic information, program data, attendance, grades, discipline, and individual education plans. We utilize Synergy as the primary system from which all other systems are populated. It is our primary system to maintain communication with the state and families.

We also have the assessment module in Synergy. We are able to build assessments, access prebuilt reports, and analyze data quickly and easily to inform instruction. We import assessment data from state and other systems into Synergy to create multiple assessment views. We utilize Synergy for a few district-wide assessments. Teachers can use the assessment module to create, administer, and analyze formative assessments for their classrooms.

MTSS in Synergy

Kyrene intervention staff use the MTSS (multi-tiered systems of support) Module in Synergy to identify students in need of academic, behavior, and social emotional support, record intervention meetings and services, and track progress of student's receiving intervention.

NWEA

Kyrene utilizes NWEA for district assessment in Reading for grades 2-8 and Math for grades 6-8. We administer NWEA three times a year - at the beginning, middle and end of the year. The assessment is nationally normed allowing us to track both student progress and growth. NWEA assessments are predictive of performance on state assessments through research-based linking studies. Teachers can use NWEA to understand what students are likely ready to learn and plan instruction that will provide

the appropriate supports or extensions. Individual student reports for NWEA are uploaded to ParentVUE in Synergy for family access.

Mclass

Mclass is an assessment and reporting system that we use to monitor the development of foundational literacy skills. We use the platform to administer DIBELS measures at the beginning, middle and end of the year to all students and progress monitor students who are below or well below benchmark. The system scores the assessments, compares student progress to benchmarks, and provides immediate access to data linked to instructional support for reading.

i-Ready

i-Ready is an assessment and instruction tool that is being used in Kyrene for core mathematics instruction in K-5 and targeted reading intervention in grades 3-8. In the i-Ready system, students take a diagnostic assessment at the start of the year. The diagnostic assessment determines student levels in each domain and creates a customized online learning plan based upon the results. In a blended learning model, students receive small group instruction targeted to their profile needs and use the online instruction to work on skills at their proximal level of development. Students are assessed at least 3 times during the year to determine if they are on track for their targeted growth toward grade level proficiency.

SchoolWires

SchoolWires is our website used to house all district, school, and teacher webpages. The webpages provide information for the public on schools and programs. The webpages provide access to resources, curriculum guides, and professional development for staff.

Shared Drives

Kyrene maintains a set of servers to house all district data. Each staff member has a personal drive as well as access to shared drives based upon roles. School personnel have access to drives at the school level; district personnel have access to department drives. A shared drive is maintained for the purpose of sharing documents and data across the district. All curriculum documents and common unit assessments are housed in shared drives and indexed on teacher resource pages.

Schoology

Schoology is Kyrene's online learning management system designed to support the delivery of professional development for all Kyrene employees. Schoology allows us to respond to employee learning needs by identifying trainings and learning gaps.   The platform supports on demand personalized learning, collaboration, and communication in alignment with Kyrene's Strategic Plan. Course creators can build and integrate content (documents, videos, tests, etc.), align assessments, and track participant progress/completion. It is our future goal to provide courses to Kyrene parents and community.

Performance Matters

Performance Matters is our system for tracking professional learning. We maintain a catalog of professional development offerings at the district and school level, track participant registration and

completion of courses, and collect feedback on professional development offerings. We have explored some delivery of on demand professional development in the system and will soon be moving to a learning management system to support delivery of professional development.

Roles and Responsibilities for Curriculum Management

Curriculum management is a system function that requires specificity regarding the organizational structure, procedures, processes, staff, and tasks to be performed. In this section of the Curriculum Management Plan, the various stakeholders have been identified and thoughtful consideration has been given to delineate what each of these groups do to contribute to the successful design and delivery of an aligned curriculum.

Key Points

- The Governing Board through its policy-making responsibility establishes policies to direct and support ongoing curriculum development and evaluation.

- The Superintendent and the Superintendent's Cabinet is responsible for the implementation of the Board's policies, which includes the development and implementation of curriculum.

- The District administration is responsible for the development, assessment, and implementation of district curriculum.

- The school principal is the key to implementing and monitoring the delivery of the curriculum.

- Teachers are responsible for effectively planning, delivering, and assessing the district curriculum.

- Students are responsible for actively participating in the teaching/learning process.

- Parents are active partners with teachers so that each of their children meets the Kyrene learner profile.

- The Chief Financial Officer will ensure that the district's budget reflects the organization's goals and priorities for curriculum and instruction programming.

Roles and Responsibilities of Stakeholders

Roles and responsibilities regarding curriculum management shall include the following key stakeholders:

The Students will:
- Recognize the importance of their active participation in the learning and assessment process.
- Understand and articulate their learning strengths and needs.
- Articulate the learning objectives within a required unit of study.
- Come to class with all the necessary learning tools.
- Actively participate in the learning process.
- Use data results to establish learning goals.
- Meet or exceed learning requirements based on the District curriculum.

- Recognize the impact their behavior has on their own learning and the learning of others; respect individual and cultural differences.
- Set goals for their own learning and aspire to meet the criteria of the learner profile.

Families will:

- Partner with teachers and administrators.
- Establish high expectations for learning and nurture the desire to be a life-long learner.
- Be actively involved in their child's education by:
  - Knowing their child's teacher(s)
  - Communicating their child's or family's individual or cultural needs
  - Attending meetings that provide parents with information about the school
  - Attending parent/teacher conferences
  - Keeping up with their child's progress, report cards, and test data (online access)
  - Making certain that their child completes homework assignments, and that their child goes to class prepared for learning
  - Helping their child develop good study habits
  - Supporting school policies including the discipline management plan

- Establish and maintain a positive attitude toward the school, staff, and the educational process.
- Make every effort to address the physical, emotional, and health care needs of their child.

The Teachers will:

- Be responsible for effectively teaching the district's written curriculum.
- Deliver classroom instruction by using District approved curriculum and instructional models.
- Determine student mastery by using a variety of assessments including curriculum-based assessments, interims, state and national assessments.
- Collaborate through professional learning communities for the purpose of improving student learning.
- Involve students in the learning process through the use of a variety of strategies, grouping arrangements, and culturally responsive assignments.
- Use assessment data to determine student proficiencies and areas of need and communicate those to students, parents, and principal.
- Differentiate instruction based on student performance data to provide opportunities for students to demonstrate mastery of curricular objectives.
- Participate in professional learning designed to improve classroom instruction and develop teacher leadership.
- Demonstrate an understanding and commitment to the curriculum alignment process.
- Participate in curriculum development and evaluation activities as appropriate.

The School Principal will:

- Serve as the primary instructional leader and communicate expectations for instructional staff.
- Manage the delivery of the curriculum and translate the importance of curriculum delivery and instructional best practices on a regular basis.
- Develop a working knowledge of the curriculum for all subjects/courses represented at the assigned school.
- Observe teaching and learning in each classroom using the District's approved walk-through template to monitor the delivery of curriculum.

- Monitor and evaluate lesson delivery and assessment using the District's approved evaluation system.
- Provide school-based professional learning that improves curriculum delivery, cultural responsiveness, and student performance.
- Provide opportunities for teachers to review data, plan, and share strategies through professional learning communities.
- Use assessment data in collaboration with teachers to continuously improve student performance, analyze equity or opportunity gaps, develop appropriate interventions, and school improvement initiatives.
- Participate in professional learning offerings to effectively carry out instructional leadership responsibilities.
- Communicate to parents their role in supporting learning for their children.
- Demonstrate an understanding of the curriculum management plan and their role within the plan; share curriculum management plan with staff and stakeholders.

The Directors of Academic Equity and Excellence will:

- Develop a plan for curriculum management, development, customization, revision, and evaluation.
- Facilitate a review of curriculum guides and resources for cultural relevance and develop an action plan to address gaps and biases.
- Establish and implement a curriculum communication plan.
- Establish curriculum regulations, guidelines and priorities.
- Provide technical and expert assistance as well as training and resources needed to implement the curriculum.
- Oversee the assessment of curriculum.
- Establish district testing calendar.
- Provide guidance for the principals in data analysis of interim tests and state assessments.
- Provide support to principals in their role of implementing and managing the curriculum.

The Superintendent and Cabinet members will:

- Implement the policies of the Board.
- Recommend that District staff is hired to develop, assess, and manage curriculum.
- Ensure that a functional organizational structure is in place to manage curriculum design and delivery functions.
- Recommend a budget to support curriculum design and delivery work.
- Require that administrative regulations and management plans are developed and followed.
- Report annually to the Board concerning curriculum design and delivery progress.
- Be responsible for system coherency and capacity.

The Financial Officer will:

- Ensure that the District's budget reflects the organization's goals and priorities.
- Use a program-based budgeting process that is based on goals, priorities, need, cost benefit, and perceived consequences if funding request is withheld or reduced.
- Demonstrate an understanding of the curriculum management plan and articulate how the work is supported through the budgetary process.
- Be able to track cost and benefit analysis to programs and services.

The Governing Board will:

- Adopt policies to direct and support ongoing curriculum development and evaluation.
- Approve recommendations from the Superintendent regarding curriculum and state approved instructional resources for teacher use.
- Approve a budget that provides adequate funding for the development, implementation, and training needed to effectively design and deliver the curriculum.
- Provide funding for instructional resources to implement the curriculum.
- Demonstrate an understanding of the curriculum management plan and articulate how the Board supports curriculum work.

Curriculum Materials Review Processes

Curriculum Adoption Information

During the most recent bond and override election, Kyrene updated pamphlet language so the curriculum override will allow for purchase of technology as well as curriculum materials. Capital funding from the state has also been restored. These funding sources are prioritized to support both ongoing curriculum support maintenance as well as adoption of updated materials. A five-year capital budget plan is maintained, and the capital budget is presented to and approved by the Governing Board annually. Multiple year purchases are facilitated whenever possible to capitalize on discounts and maximize the use funds.

Over the past 10 years, Kyrene has been able to review and update resources for nearly all core content and academic areas. Adoptions have included elementary and middle school English Language Arts, middle school World Languages, elementary and middle school Mathematics, elementary and middle school Social Studies, and middle school Science. Adoption of elementary Science materials was delayed but is planned for the 2023-24 and 2024-25 school years. Appendix D shows an outline of currently adopted curriculum resources and their respective dates of adoption.

We are now in the position to review learning materials on a cycle in alignment with state standards reviews and availability of updated evidence-based resources. We are also capitalizing on this opportunity to conduct needs assessments with special areas, electives, and intervention so teachers of these subjects also have update to date learning resources.

The adoption process involves several phases. Communication is provided to staff, governing board and community and the conclusion of each phase of the process. In the first phase, the request for proposals and scope of work are released and vendors can submit proposals and curriculum samples for consideration. The proposals are reviewed for responsiveness. Complete proposals that meet the procurement guidelines as well as requirements outlined in the scope of work are reviewed by a representative committees of teachers using a rubric. The top two or three options from the committee process will be recommended to the board to move into 60-day review.

During the second phase which is 60-day review, the Governing Board and teachers will have the opportunity to examine sample materials, view vendor presentations, and vote on their preference of materials. Materials will also be on display at the district office during this time for public review. At the end of the 60-day review, the committee will reconvene to review data and finalize the recommendation to the board. The third phase is the implementation phase. By launching the adoption process in the fall, we conclude the 60-day review prior to winter break, take recommendations to the board in February or March, and allow time for professional development and ordering of materials for the start of the next school year. See Appendix E for a sample adoption timeline.

Appendix F demonstrates a model for support in the first three years of implementation of a new set of standards or new resource. Support would begin the year after a curriculum adoption or the first year for expected standards implementation. Year 1 includes basic training for all teachers and leaders, development of Kyrene curriculum documents, job-embedded support through implementation walkthroughs, and development of teacher leader cadres. Year 2 includes advanced training for all teachers with choice options, updates to Kyrene curriculum documents, backward planning support, job-embedded support through implementation walkthroughs, and continuation of teacher leader cadres with the possibility of extending job-embedded supports through activities such as lesson study.

Year 3 includes advanced training with choice options, refinements to Kyrene curriculum documents, backward planning support, and continuation of teacher leader cadres with the possibility of extending job-embedded supports through activities such as lesson study. Appendix G outlines the framework for implementation walkthroughs to support new standards, curriculum resources, and/or program models.

Curriculum Council

The Curriculum Council is an advisory group with representation from across departments, schools, and the community. The Curriculum Council meets at least bimonthly to review supplemental materials requests, pilot program requests, and the program of study. Requests are reviewed for curricular alignment, instructional merit, and cost/benefit analysis. If programs or courses have budgetary or resource requirements that exceed already allocated funds, recommendations will be submitted to the cabinet team for review. The Curriculum Council also advises core resource adoption processes and reviews requests for reconsideration from the 60-day media center public review process.

Program of study and new course proposal review occur in the fall to launch course selection in the spring. Supplemental resources, software resources and pilot proposals can be considered at any meeting. Lists of reviewed and approved resources, pilots, and courses are maintained on the Curriculum Council website. Appendix H shows a sample meeting schedule, review cycles, and membership.

The projected resource adoption schedule will be reviewed annually by the Curriculum Council to determine priorities and ensure alignment with state standards revisions and implementation schedules. The Curriculum Council will also review appropriate state regulations or policies that affect curriculum and provide guidance and feedback regarding next steps and implementation.

60-Day Media Center Public Review

As of January 1, 2023, per House Bill 2439, districts shall make available for public review a list of all books and materials purchased for any of the District's media centers. Each year, Kyrene School District will conduct at least one 60-day public review of new resources for media center collections.

The steps in the process include:
1. Media center staff will ensure the media center collection is up to date and accurate.
2. Media center staff will research and review new titles that will be requested for addition to the collection. A complete list of new titles under consideration will be compiled.
3. The Governing Board opens the 60-Day Media Center public review.
4. Families of enrolled students are notified of the opening and closing dates of the public review period seven school days prior to the opening date of the public review.
5. The Governing Board closes the 60-Day Media Center public review. A summary of feedback gathered in the review is provided.
6. A list of approved resources and resources under review will be posted on the media center website and provided to school media center staff. Approved new titles may be ordered. Purchase of titles under review will be held until such time the book is reviewed and approved.
7. The Kyrene Curriculum Council will review any Citizen's Requests for Reconsideration of media center resources. When the review is complete, the status will be reported back to the citizen, recorded on the list of resources under review, and reported to the Governing Board.

Additional guidance about selection of resources, 60-day media center public review process, deselection of resources, and gifts and donations of materials are available in Appendix I.

Annual Review of Curriculum Support and Licenses

Ongoing costs to support curriculum adoptions (i.e. consumables, replacements, new classrooms) are projected and reviewed annually. Part of this process is collection of feedback as well as inventory of available resources. Whenever possible, transfer of materials and cost saving measures are considered to maximize the impact of available funds. Digital curriculum resources are reviewed annually for usage, data, and cost effectiveness prior to renewal. Some software licenses are continued, some are right-sized, and some are discontinued. As much as possible, we will utilize the software review process to identify open source options to replace supplemental digital tools with an associated annual license.

Financial Support

The budget process ensures that district goals and priorities for the development and delivery of curriculum are considered as central to the core work. The budget, therefore, is developed in a manner that ensures that the system can attain its goals and priorities for the development, delivery, assessment, and management of curriculum. Identified technological support, assessments, resources to support the curriculum, and professional learning opportunities are integral parts of formulating the curriculum, instruction, assessment, and accountability budget. Decisions related to reduction or requested increases in funding levels are addressed through departmental decision-making processes before submission to the Superintendent where final priorities are made. Budgeting decisions reflect the following considerations:

- Curriculum design and delivery
- Curriculum management system
- Student performance and accountability
- Legal and state requirements
- District growth and demographic changes, and
- District-established priorities

Appendices

Appendix A – Curriculum Communication Plan

Timeline	Description	Audience
Beginning of Year	Start of the Year Curriculum Message • Overview for the year • Assessment calendar for the year • Curriculum document updates • Beginning of Year assessment information • Professional development offerings for fall semester • Curriculum council updates	Teachers and site leadership Governing Board (overview) Families and Community (overview)
August	Support review of BOY Data • Share data protocols and information about key reports • Share summary data for school leadership teams and cabinet	Teachers and site leadership Cabinet team
August and early September	Solicit participation in curriculum cadres or committees	Teachers and site leadership
August and early September	Schedule implementation walkthroughs for fall semester	Site Leadership
August and early September	Communicate about upcoming standards and curriculum adoption timelines as applicable	Teachers and site leadership Governing Board (overview)
Early September	Communicate about new course proposals and updates to course descriptions for following year	Site leadership (middle school)
September	Collect feedback as applicable – may be from teacher leader cadres, all teachers of a subject or grade level, lead principals or all members of site leadership teams	Teachers and site leadership
October/November	Review process through Curriculum Council for new courses, notification of course approval	Site leadership
October	Communicate information about 60-day review for media center and 60-day review for content area if applicable (periodic updates will be provided throughout the winter)	Governing board Teachers and site leadership Community
November/December	Update Program of Study for following year	Families Teachers and site leadership Governing board
November/December	Share middle of the year assessment information	Teachers and site leadership
November and early December	Collect feedback as applicable – may be from teacher leader cadres, all teachers of a subject or grade level, lead principals or all members of site leadership teams including information needed for budget priority setting	Teachers and site leadership
December	Communicate professional development offerings for spring semester	Teachers and site leadership
December	Schedule implementation walkthroughs for spring semester	Site Leadership
January	Support review of MOY Data • Share data protocols and information about key reports • Share summary data for school leadership teams and cabinet	Teachers and site leadership Cabinet team

Timeline	Description	Audience
January and early February	Conduct annual review of software usage Detailed planning for curriculum resources Set/adjust budget priorities	Academic Equity and Excellence Department Academic Equity and Excellence Directors Site Leadership
January and early February	Core course placement (5th to 6th grade) Math placement assessments (selected 5th grade students) Elective course selection (Middle school)	Families 5th grade teachers Middle School Teachers Site Leadership
January and early February	Communicate information about 60-day review and curriculum adoption if applicable	Governing board Teachers and site leadership Community
January/February	State Assessment information and training	Site test coordinators
February	Update elementary report cards to align with standards updates for following school year	Curriculum coordinators Information technology
February/March	Collect feedback as applicable – may be from teacher leader cadres, all teachers of a subject or grade level, lead principals or all members of site leadership teams including information needed for professional development support	Teachers and site leadership
March	Communicate implementation plan for new standards or curriculum resources as applicable	Teachers and site leadership Governing Board
March	State Assessment information and training	Teachers and site leadership
Late March and April	State Assessment Window	Families Teachers and site leadership
April and May	Initial training for new standards or curriculum resources Schedule for summer professional development offerings Solicitation for participation in curriculum teams to update curriculum documents and assessments	Teachers and site leadership
April and May	Conduct classroom curriculum inventory process Distribute new teacher materials as applicable and possible Discard outdated curriculum materials	Teachers and site leadership
May/June	Curriculum teams update curriculum documents and assessments Post updated curriculum documents	Teachers Curriculum Coordinators
June	Support review of EOY Data • Share data protocols and information about key reports • Share summary data for school leadership teams and cabinet • Include state assessment data alongside district assessment data	Teachers and site leadership Cabinet team
June	Mailing/Posting of State Assessment Results	Families
June and July	Initial training for new standards of curriculum resources	Teachers and site leadership
July or August	State Assessment Data Summary	Site leadership Governing Board Families and Community

KyreneSchoolDistrict

2022-23 Kyrene District-wide Assessment Information

The table below identifies the assessments that are used district wide. These assessments are administered on an annual basis, with some occurring multiple times during the year to support progress monitoring.

	Test Window	Assessment	Subject & Description	Grades	Format
Beginning of the Year	August	DIBELS Reading Skills	*The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through 5th grade. It is used to support student identification and measure progress throughout the year.*	All students K-3 Monitored students 4-5	Interview
	August	NWEA MAP Growth ELA & Math	*MAP Growth is an adaptive assessment for measuring achievement and growth in English Language Arts (ELA) and math. It provides teachers with accurate and actionable evidence to help target instruction for each student or groups of students.*	ELA 3-8 Math 6-8	Online
	August	i-Ready Math	*i-Ready Math are adaptive assessments that identify student needs at the sub-skill level. i-Ready assessments are used to customize intervention support and as a growth measure.*	1-5 K (optional)	Online
	August	CogAT Gifted Test	*The CogAT is a state approved assessment for gifted identification. The test will be proctored during the school day and within the assigned testing window. Children may qualify in one or more of three areas— verbal reasoning, quantitative (math) reasoning, and nonverbal reasoning.*	K-8	Online
	September	Panorama Social-Emotional Learning Survey	*The Panorama student survey gathers student perceptions about their classroom and school experience. Research shows that student perceptions strongly correlate with learning outcomes and can be an important improvement tool for school systems and student support.*	3-8	Online

	Test Window	Assessment	Subject & Description	Grades	Format
Middle of the Year	November	CogAT Gifted Test	*The CogAT is a state approved assessment for gifted identification. The test will be proctored during the school day and within the assigned testing window. Children may qualify in one or more of three areas—verbal reasoning, quantitative (math) reasoning, and nonverbal reasoning.*	K-8	Online
	December	DIBELS Reading Skills	*The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through 5th grade. It is used to support student identification and measure progress throughout the year.*	All students K-3 Monitored students 4-5	Interview
	December	NWEA MAP Growth ELA & Math	*MAP Growth is an adaptive assessment for measuring achievement and growth in English Language Arts (ELA) and math. It provides teachers with accurate and actionable evidence to help target instruction for each student or groups of students.*	ELA 2-8 Math 6-8	online
	December	i-Ready Math	*i-Ready Math are adaptive assessments that identify student needs at the sub-skill level. i-Ready assessments are used to customize intervention support and as a growth measure.*	K-5	Online
	January	State Civics Test	*The High School Civics test that is mandated by the state of Arizona for high school graduation is given to Kyrene 8th grade students. Students must earn a 70% or higher on this assessment to meet the requirement.*	8	Online
	February	CogAT Gifted Test	*The CogAT is a state approved assessment for gifted identification. The test will be proctored during the school day and within the assigned testing window. Children may qualify in one or more of three areas—verbal reasoning, quantitative (math) reasoning, and nonverbal reasoning.*	K-8	Online
	February	Panorama Social-Emotional Learning Survey	*The Panorama student survey gathers student perceptions about their classroom and school experience. Research shows that student perceptions strongly correlate with learning outcomes and can be an important improvement tool for school systems and student support.*	3-8	Online

Test Window	Assessment	Subject & Description	Grades	Format
February/ March	AZELLA State English Language Proficiency Test	*The Arizona English Language Learner Assessment is an English proficiency assessment for students identified as English Language Learners.*	K-8	Paper
February/ March	AAPPL Dual Language Proficiency Test	*The American Council on the Teaching of Foreign Language Assessment of Performance toward Proficiency in Languages are administered to students participating in the Dual Language program and identifies their level of performance towards proficiency in Spanish.*	2-8 Dual Language only	Online
March - April	AzSCI & MSAA State Science Test	*AzSCI is the state assessment to measure student understanding and level of proficiency of state science standards. Students eligible for alternate assessments participate in Multi-State Alternate Assessment (MSAA).*	5 & 8	Online
April	AASA & MSAA State ELA and Math Test	*Arizona's Academic Standards Assessment (AASA) is the state assessment to measure student understanding and level of proficiency of state ELA & Math Standards. Students eligible for alternate assessments participate in Multi-State Alternate Assessment (MSAA).*	3-8	Online
April-May	HS Spanish Credit Test	*The TUHSD High School Spanish Exam assesses performance in Spanish for students enrolled in Spanish 1B. The exam is required for high school Spanish 1 course credit as outlined by the Tri-District agreement.*	8	Online
April-May	DIBELS Reading Skills Test	*The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through 5th grade. It is used to support student identification and measure progress throughout the year.*	All students K-3 Monitored students 4-5	Interview
May	NWEA MAP Growth ELA & Math	*MAP Growth is an adaptive assessment for measuring achievement and growth in English Language Arts (ELA) and math. It provides teachers with accurate and actionable evidence to help target instruction for each student or groups of students.*	ELA 2-8 Math 6-8	online
May	i-Ready Math	*i-Ready Math are adaptive assessments that identify student needs at the sub-skill level. i-Ready assessments are used to customize intervention support and as a growth measure.*	K-5	Online

Row label (vertical): End of the Year

2022-23 Kyrene School District Assessment Calendar

Arizona Department of Education updates testing requirements throughout the year. Updates are shared with schools as information is available.

JULY

| 28 | Students Begin |

AUGUST

| 1-19 | BOY - DIBELS (K-5) |
| 8-26 | BOY - NWEA ELA (3-8), NWEA Math (6-8), and i-Ready Math (1-5, K optional) |

SEPTEMBER

5	Labor Day (Holiday)
12-23	Panorama SEL Survey (3-8)
29	End of 1st Quarter
30	Teacher Day - No School

OCTOBER

3-7	Fall Break
11	Start of 2nd Quarter
10	Staff Development Day - No School

NOVEMBER

11	Veteran's Day (Holiday)
24-25	Thanksgiving (Holiday)
28-30	MOY - DIBELS (K-5)

DECEMBER

1-16	MOY - DIBELS (K-5)
5-16	MOY - NWEA ELA (2-8), NWEA Math (6-8), and i-Ready Math (K-5)
22	End of 2nd Quarter
23	Teacher Day - No School
26-30	Winter Recess

JANUARY

2-6	Winter Recess
9	School Resumes
16	Martin Luther King Day (Holiday)
17-27	Civics Assessment Window (8)

FEBRUARY

6-17	Panorama SEL Survey (3-8)
20	President's Day (Holiday)
27-28	AAPPL Dual Language Spanish (2-8)

MARCH

1-10 & 21-31	AAPPL Dual Language Spanish (2-8)
10	End of 3rd Quarter
13-17	Spring Break
20	Teacher Day - No School
21	Start of 4th Quarter
21-31	AzSCI (5 & 8) - end 4/14

APRIL

3-14	AzSCI (5 & 8) - end 4/14
3-28	AASA (3-8) - Writing end 4/14, Rdg/Math end 4/28
7	No School
24-28	EOY - DIBELS (K-5)
27-28	HS Spanish Exam Window (8)

MAY

1-10	HS Spanish Exam Window (8)
1-12	EOY - DIBELS (K-5)
1-12	EOY - NWEA ELA (2-8), NWEA Math (6-8), and i-Ready Math (K-5)
18	End of 4th Quarter/Last Day for Students
19	Teacher Day - No School

JULY 2022

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AUGUST 2022

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SEPTEMBER 2022

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OCTOBER 2022

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NOVEMBER 2022

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DECEMBER 2022

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JANUARY 2023

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FEBRUARY 2023

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MARCH 2023

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APRIL 2023

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MAY 2023

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21	22	23	24	25	26	27
28	29	30	31			

AASA Grades 3-8
Writing and ORF (3) - 4/3 - 4/14
Reading and Math - 4/3 - 4/28

AzSCI Grades 5 & 8
3/21 - 4/14

AZELLA Placement
All year as needed through 5/12
AZELLA Reassessment
1/30 - 3/17

NAEP Long-Term Trend*
10/10 - 12/16 (Age 13)
*Selected Schools Only

MSAA ELA/Math/Science Grades 3-8
3/13 - 4/28 - ELA & Math (Gr 3-8)
3/13 - 4/28 - Science (Gr 5 & 8)

Gifted Testing
(3 times per year at school sites)
August 8-19   November 9-23   February 1-17

Updated 8.15.22

Content Area	Grade Level	Description	Publisher	Year
English Language Arts	Elementary	Core Knowledge English Language Arts	Amplify	2017
English Language Arts	Middle School	myPerspectives English Language Arts	Pearson	2017
Math	Elementary School	Ready Math	Curriculum Associates	2019
Math	Middle School	Middle School Math, Algebra, and Geometry	Carnegie	2021 (update)
Science	Elementary	Various kits aligned to standards Online access to science lessons aligned to standards	FOSS Engineering is Elementary Insights Mystery Science	Purchased between 1997-2005 2022
Science	Middle School	Elevate Science	Pearson	2020
Social Studies	Elementary	Social Studies Various titles aligned to standards		2019
Social Studies	Middle School	World History Great Civilizations World Cultures and Geography Building Citizenship: Civics and Economics	National Geographic McGraw Hill	2019 2019
Dual Language	Elementary	Descubre Listos and Antologia Maravillas	Vista Higher Learning McGraw Hill	2023 (update) 2013
World Languages Spanish and Chinese	Middle School	Que chevere (Spanish) Zhen Bang (Chinese)	EMC Carnegie	2018

Kyrene Elementary School District
Middle School Science Adoption 2019-20 Proposed Timeline

Date	Task
August 9–16, 2019	Responsiveness checklist, alignment rubric, ranking (scoring process for RFP)
August 23, 2019	Release RFP to vendors
August 19-30, 2019	Establish Initial Paper Screening Committee by Application
September 16, 2019	End of vendor submission period
September 17, 2018	Review submissions with responsiveness checklist (procurement, curriculum, IT)
September 23-27, 2019	Review of Submitted Materials by Committee (sub needed for committee for 1 day)
September 27, 2019	Submit Governing Board Agenda Item to Initiate 60-Day Public Review
October 2, 2019	Request Expanded Samples for Teacher and Community Review
October 14, 2019	Technology Survey Created for Teacher Input Feedback forms Created for Community Input
October 14, 2019	Expanded Samples Due at District Office and School Sites (Vendors expected to set up materials at all locations)
October 15, 2019	Governing Board Approval for 60-Day Public Review
October 16 – December 20, 2019	60-Day Public Review • Materials on Display at District Office and school sites • Recorded Vendor Presentations • Teacher feedback process - review of materials and complete survey • Community feedback opportunity Set up first sites October 16-18 Set up second sites November 18-20
January 6-10, 2020	Prepare data and feedback summaries for review
January 13-17, 2020	Survey Data Review with Committee Members (after school meeting)
January 20, 2020	Draft Adoption Recommendation
January 20, 2020	Request Best and Final Offer from Vendors
January 31, 2020	Best and Final Due
February 3-14, 2020	Develop Board Presentation for Recommended Resource(s)
February 6, 2020	Submit Governing Board Agenda Item for Presentation
February 11, 2020	Governing Board Presentation
February 20, 2020	Submit Governing Board Agenda Item to Approve Adoption
February 25, 2020	Governing Board Approval of Adoption
March 2020	Plan for purchase and secure quotes from vendor(s) Develop training plan (include both on and off contract options) Recruit committee members for development of curriculum guides
April and May 2020	Requisitions and purchase orders
Spring and Summer 2020	Receipt and delivery of materials to school sites/teachers
April - June 3, 2020	Curriculum Guide committee work including training for committee members
May, June, July 2020	Implement initial training opportunities including new teachers
2020-2021	Embedded ongoing training

Year 1 Implementation

1) Overview Standards Training

2) Overview Resource Implementation Training

3) Kyrene Curriculum Supports (scope and sequence, curriculum documents and common assessments)

4) Differentiation Resource Implementation Training (as applicable for resource or intervention teachers)

5) Implementation Best Practices for Leaders

6) Job-embedded: Implementation Walkthroughs with debrief with teachers and site leadership

7) Establish teacher leader cadres to support implementation and build capacity

Year 2 Implementation

1) Advanced Standards Training

2) Advanced Resource Implementation Training

3) Updates to Kyrene Curriculum Supports (scope and sequence, curriculum documents, common assessments)

4) Differentiation Resource Implementation Training (options for classroom teachers)

5) Backward Planning Support

6) Job-embedded: Implementation Walkthroughs with debrief with teachers and site leadership

7) Continue teacher leader cadres

8) Possibility for lesson study or other job-embedded supports

Year 3 Implementation

1) Advanced Standards, Resource, or Differentiation Implementation Training

2) Refinements to Kyrene Curriculum Supports (scope and sequence, curriculum documents, common assessments)

3) Backward Planning Support

4) Continue teacher leader cadres

5) Possibility for lesson study or other job-embedded supports

Purpose

The purpose of implementation walkthroughs is to provide job-embedded professional development to site leaders as well as collaborate to help improve implementation of new standards, curriculum resources, or program models. All the feedback provided to teachers in this context will be strictly non-evaluative. The process of observation and reflection will guide next steps for what the staff needs in terms of professional development and support.

Timelines

Implementation walkthroughs are typically scheduled during the first two years of implementation of new standards, curriculum resources, or program models. Implementation walkthroughs may be extended beyond expected initial support based upon staff and program needs. Walkthroughs will be scheduled more frequently on the onset of a program (monthly or quarterly) and then shift to less frequent or targeted (semester or specific schools). Implementation walkthroughs may be scheduled for full or half-days and will include debrief sessions with teachers as well as site leaders.

Goals

Listed below are the goals of implementation walkthroughs. These align to the Kyrene Strategic Plan goal of High Performing Students, specifically supporting the area of providing a rigorous, guaranteed and viable curriculum with premier instruction in all schools.

- Gather data about the needs of teachers in terms of standards or program instruction (e.g. what is working vs. what is not working)
- Provide guidance and feedback to site leadership to inform work with teachers
- Foster ongoing learning regarding strong instruction for leadership and teachers
- Build a partnership to ensure every student has access to quality instruction

Look-fors

Best practices look-fors will be established and shared during professional development at the onset of implementation of standards, curriculum resources, or programs. Most look-fors describe a continuum of implementation and support the shift of practice from beginning to expert. In debrief opportunities with teachers and site leaders, common look-fors allow us to ground conversations in what we learned regarding strong instruction and level of implementation.

The table below shows an example of basic look-fors in elementary ELA used in 2017-18 and 2018-19 to support effective implementation of new curriculum resources. This basic list of look-fors was built from the more extensive CKLA Implementation Matrix.

Program Components	Planning & Pacing	Instructional Practices	Program Principles
Materials are used as part of instruction. Artifacts (e.g. Tricky Word walls, spelling trees, student work) reflect understanding and use of the program.	*Grade has 120 minutes/90 min. for instruction. Pacing is within the district calendar. Lessons are completed within a class period.*	*Teacher Guide is the main instructional resource and students only see the student-facing parts of the lesson. Teacher adheres to the intended learning.*	*All parts of lesson are taught in order and all parts are taught.*

Appendix H - Example Curriculum Council Meeting Schedule and Review Timelines

2023-2024 Meetings Mondays 4:00 – 5:30 PM
- August 14, 2023
- September 18, 2023
- November 6, 2023
- January 29, 2024
- March 4, 2024
- April 1, 2024
- May 6, 2024

Proposal Due Dates

Pilot proposals or Supplemental Resources (6 cycles per year)
- August 15, September 15, October 15, January 15, February 15, April 15

Course Proposals (1 cycle per year)
- October 31

Curriculum Council Membership

Membership is confirmed each year and rotates
- **District Office Team Members**: Academic Equity and Excellence, Informational Technology Accountability and Performance Management, Exceptional Student Services
- **School Team Members :** Principal, Assistant Principal, Elementary Teacher, Special Area Teacher, Middle School Elective Teacher, Middle School Core Subject Teacher, Academic Interventionist, KEA member
- **Parents or Community Members:** Elementary parent, Middle School Parent, Community Member

Appendix I - Kyrene School District Media Center Collection Guidelines

The purpose of our school media centers is to provide books and learning resources for all students and staff that support and enrich the curriculum, develop and strengthen a love of reading, stimulate growth, and widen the boundaries of student thinking.

Governing Board Policies IJL, IJL-R, IJNC, IJNC-R, and IJNC-E provide guidance for media centers and media center material selection and adoption.

Part 1: Selection

Selection Objectives
Regulation IJL-R states the District establishes guidelines for selection and deselection of media center resources. Media Center selection procedures will support the educational program of the school by providing students and staff with resources that are:

- Up-to-date and accurate.
- High-quality.
- A balance of fiction and nonfiction resources.
- Of varying formats and covering a wide range of reading abilities.
- By and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences that will meet the personal needs of all students with diversity of appeal.
- Supportive of the professional growth of teachers and instructional staff.

Responsibility for Selection of Materials
Responsibility for the selection of all media center materials is facilitated by Media Center staff under the supervision of the building administrator. The selection process involves open opportunities for consultation with students, teachers, staff, and administrators.

Request Types	Suggested Systems
Student requests, teacher requests, or books that reflect the community and society	Informal - suggestion box or form
Books that support curriculum	Consult with teacher teams to discuss units of study
Favored authors or completing existing book series	Check circulation statistics
Award-winning books	Look at respected awards including but not limited to: ALA Awards American Library Association ALSC Book and Media Awards Shelf Booklist awards list Children's Book Council Grand Canyon Reader Award

Criteria for Selection of Materials

Needs of the individual school based on knowledge of the curriculum, students, and of the existing collection should be considered. As the Media Center staff collects titles requested to purchase, the criteria in this section must be considered and the vetting procedure followed.

Procedure for Vetting All Titles

Consider the Criteria
• Is the resource educationally significant?
• Does the resource address diverse user interests, abilities, backgrounds, cultures, languages, and reading levels?
• Is the resource readable and has popular appeal?
• Is the resource accurate, valid, and current?
• Does the resource contribute to the variety of viewpoints on controversial issues?
• Is the resource reputable and significant in terms of the author, producer, and/or publisher?
• Is the resource high quality and attractive?
• Is the resource timely and permanent?
• Does the resource have an accessible format (digital vs. printed)?
• Is the resource cost effective?
• Does the resource have favorable reviews found in standard selection sources?
• Does the resource have favorable recommendations based on preview of materials?
 	
Consider how the resource enhances your collection (TitleWave Collection Analysis)
 	
Search the Destiny catalog to check:
• Does your school already have this title?
• If the book is non-fiction, does your school already have sufficient resources on this topic?
• Which other schools, if any, have the title?
 	
Check for the recommended age range and favorable reviews from reputable professional sources:
    o School Library Journal
    o Kirkus
    o The Horn Book
    o Booklist and Book Links
    o Common Sense Media
 	
If there aren't reviews, when possible, read the book.
 	
If titles are new to the Kyrene Media Center Collections, add the title information to the 60-day media center review list for consideration during the next cycle. Approved resources can be purchased after the 60-day public review. Cycles of 60-day public review will be conducted once or twice a year.

60-Day Media Center Public Review Process, Parental Access to the Media Center Collection, and Access to a List of Resources their Children Borrowed

Each year, Kyrene School District will conduct at least one 60-day public review of new resources for media center collections. The steps in the process include:

1. Media center staff will ensure the media center collection is up to date and accurate.
2. Media center staff will research and review new titles that will be requested for addition to the collection. A complete list of new titles under consideration will be compiled.
3. The Governing Board opens the 60-Day Media Center public review.
4. Families of enrolled students are notified of the opening and closing dates of the public review period seven school days prior to the opening date of the public review.
5. The Governing Board closes the 60-Day Media Center public review. A summary of feedback gathered in the review is provided.
6. A list of approved resources and resources under review will be posted on the media center website and provided to school media center staff. Approved new titles may be ordered. Purchase of titles under review will be held until such time the book is reviewed and approved.
7. The Kyrene Curriculum Council will review any Citizen's Requests for Reconsideration of media center resources. When the review is complete, the status will be reported back to the citizen, recorded on the list of resources under review, and reported to the Governing Board.

Families and the community are able to access and search current materials in each school's media center collection at any time at https://destiny.kyrene.org/. Students and teachers have access to any book at any of our school media centers through our internal interlibrary loan system.

During the 60-day public review, a list of new titles that are being considered for purchase will be available for review and feedback. Occasional objections may be made by the public despite the care taken to select materials most valuable for the students and teachers. If a concern arises, the complainant will be asked to complete the form Citizen's Request for Reconsideration of Instructional Material as defined in Policy KEC and Exhibit KEC-E Public Concerns/Complaints about Instructional Resources. Citizen's Requests for Reconsideration of media center resources will be reviewed by the Kyrene Curriculum Council using the media center selection criteria. A report of the review and disposition of the resource will be provided to the citizen(s). A list of resources under review will be maintained on the media center webpage until all reviews are complete. The list will be updated periodically to show the status and disposition of the resources under review.

Cooperation will be given to any parent wishing to restrict his or her own child from using resources which are objectionable to the parent. The media center staff, with the parent, will try to work out a solution that will keep that family's child or children from checking out the material the parent objects to, while still allowing free access for other children. Upon request using Exhibit IJNC-E, parents are able to receive a list of resources borrowed from the media center by their child. Exhibit IJNC-E will be submitted directly to the school where the child attends. Starting in 2023-24, information and a form regarding media center access will be included in the Family Handbook and Acknowledgements.

Purchasing Considerations

After a title is vetted to meet the selection objectives and criteria and approved through a 60-day public review process, the next step is deciding which approved vendors to purchase them from. Some vendors provide processing services and some do not.

These factors must be considered:
- Cost
- Format
- Processing time, needs, and vendor-provided options
- Shipping costs and times
- Tax, if applicable
- Purchasing cutoff date

Format considerations:

Format	Typical Cost	Durability	Processing time	Processing needs by media center staff and other considerations
Paperback	Low	Low	High	Must be covered with protective self-adhesive plastic, purchased separately. Avoid paperback for highly circulated titles.
Hardcover	Medium	Medium	Medium	If it has a dust jacket, you must protect it with laminate or a clear book jacket, purchased separately.
Library bound	High	High	None	No processing needed to protect the cover. Best choice for highly circulated titles. May have a replacement guarantee.
Digital	High	Highest	None	No processing. Will last forever. Consider if digital copies will be utilized.

Shipping considerations:
- How long will the shipment take to arrive? Shipping times range from 7-10 days for some vendors to over a month or more for others. Be sure to list a "Fill by" date on your requisition if your order is time sensitive.
- How much will shipping cost? Shipping costs vary and can range from free shipping to being based on the pounds of books shipped.

Processing considerations:
- Some companies will put barcodes and spine labels on books if you pay more. Alternatively, you can do it yourself with your own time and materials.
- The more processing you need to do after delivery, the longer it takes for the book to get on the shelf and start circulating.
- It's ideal if the company you purchase from will provide MARC records. If they don't, then you must find or request them yourself.
- After resources arrive, they will need to be processed into the collection. Copies must be added to the catalog via Destiny.

Special Considerations for Books Sets
- Book sets for classroom use are unused most of the time and not available for students to check out at will. It is best practice to check district catalogs to see how many copies of a desired title can be borrowed via Interlibrary Loan instead of purchasing new book sets. Teachers shall communicate with families if a title is to be read by the entire class as a required assignment.

Part 2: Deselection

Regulation IJL-R states the District establishes guidelines for selection and deselection of media center resources. The American Library Association affirms that deselection, also called weeding, is an essential component of a media center's collection management system and that "an optimal collection is one that is reviewed on a consistent basis for accuracy, currency, usage, diversity, and subject area gaps."

Resources for deselection may include:
A. Damaged resources.
B. Resources that no longer present current information.
C. Resources that have not been used frequently enough to justify the use of media center space.
D. Resources that are designated as "removed" through the 60-day public review process.
E. Other resources identified in consultation with the school principal or department of Academic Equity and Excellence .

Replacing or Weeding Titles/Copies		
Request Types	**Suggested Systems**	**Steps for Vetting a Title**
Replace lost/damaged books	Circulation statistics	Vetted previously, check recent reviews for cultural responsiveness
Replace books that have outdated information	Circulation statistics	Peruse vendor catalogs, Titlewave, add new titles to 60-Day Public Review list
Weed titles that have not be used frequently enough	Circulation statistics	Remove some or all copies from collection; check with other media centers before discarding books in good condition
Remove titles designated as "removed"	60-Day Public Review Lists	Remove books from collection

Part 3: Gifts and Donations

The procedures in *Part 1: Selection* and *Part 2: Deselection* must also be followed for gifts and donated books and materials. Donated materials shall be judged and accepted or rejected by the criteria in those sections. A media center is not obligated to add gifts and donations to a collection. Any resource that would be a new title must be approved through the 60-Day Media Center Public Review Process before being added to the collection.

If a community member donates books from their personal collection, they can receive a receipt for tax purposes. Refer to Governing Board Policy KCD and Regulation KCD-R for information about public gifts and donations to schools.