

# **INDEPENDENT SCHOOL DISTRICT OF BOISE CITY**



## ***CURRICULUM MANAGEMENT PLAN***

**May 25, 2001**

## **I. Purpose:**

The Curriculum Management Plan conveys the intent of Boise School District and guides the development, scope, alignment and evaluation of the written curriculum in all subject areas. It also ensures quality control of the designed and delivered curriculum. This systematic plan links the budgetary process to review and revision of curriculum. The plan is dynamic document that requires annual review promoting constructive revision.

## **II. Curriculum Philosophy**

**Our mission:** We educate students to be lifelong learners and contributing citizens.

**Our purpose:** Educating today for a better tomorrow.

**Our vision:** We foster a love of learning and meet the challenge of the future with an unwavering commitment to our values. We empower a quality staff to use best practices and resources to provide an exemplary education for every student.

### **Our curricula:**

- Delineate essential student learning;
- Define the depth and breadth of instruction – what is required to be taught;
- Guide instructional decision-making;
- Focus and connect instruction, both horizontally and vertically;
- Provide order, sequence, and definition for instruction; and,
- Provide connection to assessments of student learning.

### **Our curricula are developed:**

- Through careful research, study, and reflection;
- In consideration of what is known about how children learn; and,
- Using purposeful, logical thought.

### **We believe that each student:**

- Has the ability to learn;
- Has unique strengths, abilities, and learning styles;
- Can be a creative problem solver and decision maker;
- Learns best when he/she understands the relevance of subject matter to his/her experiences; and,
- Can make positive contributions.

**We believe that learning is:**

- The process of thinking and reasoning in the acquisition and application of knowledge;
- Continuous, inside and outside of the classroom; and,
- Challenging.

**We believe that our teachers must:**

- Establish high expectations for behavior and academic achievement;
- Emphasize our basic values of honesty, dignity, responsibility, respect, and teamwork;
- Encourage active participation;
- Recognize errors as learning opportunities;
- Offer each student opportunities to be successful;
- Nurture a positive self-concept; and,
- Provide access to current technology, texts, and materials that support the curriculum.

**We believe that the effective learning environment:**

- Is built on a partnership and shared responsibility among home, community, and school;
- Is safe; and,
- Contributes to the well-being and success of the community as a whole.

**III. Roles and Responsibilities Related to Curriculum**

**A. Board of Trustees**

The Board, through its policy-making responsibility:

- Establishes policies to direct and support ongoing curriculum development and evaluation;
- Adopts a budget that provides for the development, implementation, and training needed to effectively deliver the curriculum; and,
- Approves curriculum scope and sequence matrices that outline the standards, goals, and objectives that students are expected to master.
- Authorizes the implementation and review of a strategic plan for the District that identifies community expectations for curriculum.

**B. Superintendency and Directors**

The superintendent is responsible for implementation of the Board's policies.

### **C. Coordinators and Supervisors**

- Organize and facilitate committees to develop and review the curriculum and to set priorities;
- Provide/facilitate professional development needed to implement the curriculum;
- Provide support to principals and teachers in their role of implementing and managing the curriculum and professional development; and,
- Provide support for analysis and interpretation of assessment data.

### **D. Principals**

The principal is the key to implementing and monitoring the delivery of the curriculum. The principals must translate the importance of curriculum delivery on a daily basis. To effectively support curriculum delivery, the principal is expected to:

- Develop a working knowledge of the curriculum scope and sequence matrices for all subjects/courses;
- Supervise teaching in each classroom on a regular basis;
- Collaborate with individual teachers and/or teams;
- Meet district instructional staff;
- Provide/facilitate professional development related to the school improvement plan;
- Review and interpret assessment data, and plan for improvement of assessment results.
- Provide opportunities for teachers to discuss and share ideas and strategies;
- Participate in staff-development needed to effectively carry out these functions; and,
- Help parents to understand their role in supporting the curriculum.

### **E. Teachers**

Teachers are responsible for effectively teaching the planned curriculum as directed and for assessing student mastery with a variety of assessment tools, including any required district/state assessments. Teachers:

- Involve students in the learning process;
- Design and implement a program of instruction that meets the needs of each student;
- Involve parents and view them as partners in the learning process;
- Communicate learning strengths and needs to students, parents, and others; and,
- Participate in district/school professional development designed to support these functions.

### **F. Certified and Classified Support Staff**

- Work together toward achieving the District's instructional goals;

- Provide support to the educational process coordinated in each class by the classroom teacher; and,
- Collaborate through positive and capable contributions.
- Participate in district/school professional development to support school improvement goals.

#### **G. Students**

Students are recognized and valued as partners in the teaching/learning process. For optimal learning to occur, students must be active participants in the learning process. Students must:

- Understand their learning strengths and needs;
- Meet or exceed learning requirements based on the district curriculum and standards; and,
- Recognize the impact their behavior has on their own learning and the learning of others.

#### **H. Parents**

Parents are recognized and valued as partners in the teaching/learning process. For optimal learning to occur, parents must:

- Accept a shared responsibility working with the teacher in the learning process;
- Support the development of academic, communication, life, and technology skills.

### **IV. Curriculum Components**

#### **A. Written Curriculum**

Learning is enhanced by adherence to a written curriculum that is aligned and articulated, and that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The unique and special needs of students of the Independent School District of Boise City shall be addressed in the written curriculum. The written curriculum should reflect best practices supporting the growth and development of learners, and should reflect content requirements of district, state and national standards. Curriculum development should reflect the cultural and civic expectations of our community.

Each course for all grade levels in the district shall have a curriculum developed to guide instruction. A curriculum management system shall be implemented to provide teachers and administrators with easy access to district curriculum, assessments and student performance information.

#### **Components of the Written Curriculum**

The district curriculum shall be written and aligned to provide the essential knowledge and skills that students are to learn and teachers are to teach. A district-approved template shall

be used for all curriculum development. This district-wide format includes performance objectives and references locally developed assessments aligned to district and state standards. Other components of the written curriculum include references to district-approved resources appropriate for teaching the curriculum. A management system provides easy access across the district to all curriculum documents, lesson plans, delivery options and locally developed assessments.

Curriculum guides shall, at a minimum, address the following criteria:

- Performance objectives;
- Correlation of the curriculum to the assessment process;
- Delineation of adopted/approved instructional resources
- Delineation of resource references; and,
- Recommended timeframes.

## **B. Taught Curriculum**

Teachers need to know district expectations regarding planned curriculum and instruction in order to implement the written curriculum successfully. The district is responsible for assuring continuity and equity across the system in the delivery of the curriculum, and for assuring that all colleagues are working together toward achieving the district's instructional goals. Thus, the district shall provide opportunities for teachers to develop curriculum, and all faculty members have a responsibility to teach the curriculum. The principal and other supervisors shall see that optimum use is made of available curriculum guides and resources to support the delivery of the district approved curriculum.

Curricula serve as the framework from which teachers develop units of study, individual lesson plans, and approaches to instruction that will serve the students' needs. A scope and sequence guide for planning units of study will be included in each curriculum.

### **Instructional Process**

A systematic process shall be in place for planning and providing instruction for each student and for engaging the student until learning objectives are attained. This systematic process shall:

- Implement research-based practices and strategies to teach the curriculum;
- Determine students' current skills and learning to guide instruction at appropriate levels of difficulty;
- Provide progression to a more challenging level for students who demonstrate mastery of the objectives;
- Adjust the time for learning to the special needs of students and the complexity of the task;
- Base instructional decisions on student achievement data;
- Teach to the objectives using approaches to meet a variety of learning styles and needs;

- Match instructional strategies and assessments to the objectives;
- Provide formal testing experiences for learners in order to prepare them for end-of-course testing (EOC); and,
- Use technology as a tool to teach and learn the required curriculum.

### **Data-Driven Instruction and Learning**

Effective use of student data is critical to achieving the district's/state's standards. Data-driven instruction occurs when students are regularly assessed for mastery of the curriculum, and the assessment data is used to guide instructional decisions at the student, classroom, campus, and district levels. Evidence of data-driven instruction includes:

- Communicating to parents in timely fashion information about student achievement;
- Encouraging teachers when establishing learning targets to work with parents and students;
- Offering opportunities for students at appropriate levels of difficulty;
- Using flexible grouping and regrouping of students within the classroom based upon student achievement data;
- Identifying general achievement trends across the district for the purpose of curriculum and instructional improvements; and,
- Evaluating and improving programs based on student achievement data and other relevant data.

### **C. Tested Curriculum**

Assessment of the written and taught curriculum is essential to support data-driven instruction. A variety of instruments, including teacher, district, state and national assessments, helps ensure a consistent and informed educational opportunity for students in the Boise School District. The District will develop and administer End of Course tests to verify alignment of curriculum in all content areas.

The assessment program shall:

- Inform instruction and instructional practices;
- Guide student learning and measure progress;
- Communicate student, school and district progress to parents and/or guardians;
- Reflect the written and taught curriculum;
- Provide a comparison of the district to other populations on state, national and international assessments;
- Provide direction for professional development efforts pertaining to assessment; and,
- Guide curriculum revision efforts within the district.

## **Curriculum Format**

Curricula written for courses offered by the Boise School District utilize a specific, user-friendly format. See Appendix A for the format model.

### **V. Curriculum Development Guidelines**

Curriculum development is a continuous process that integrates with instructional delivery of the curriculum, curriculum assessment, materials selection and management of the curriculum as well as the entire process. Curriculum is developed, delivered, assessed and managed to ensure that all students have an equal educational opportunity---an opportunity to learn the same core of objectives from school site to school site and teacher to teacher.

Factors influencing curriculum development include:

- District mission and vision statements;
- Standards---district, state and national;
- Community expectations;
- Instructional practices;
- Resources;
- Assessment; and,
- Logistics, such as budget allocations, timelines, and writing teams.

The District's mission and vision "empower a quality staff" to prepare students as lifelong learners to meet future challenges of the 21<sup>st</sup> century. Best practices, delivered by well-prepared personnel supported by adequate resources, contribute to the development and successful delivery of the district's curricula.

The goals and objectives within each curriculum shall be clear and concise, and incorporated into a common format for ease of use by the classroom teacher. District, state and national standards shall guide curriculum development and curriculum shall be written to articulate from grade level to grade level (vertical alignment) as well as from classroom to classroom (horizontal alignment). This will ensure minimal duplication of content and a challenging sequence for all students.

Instructional practices and curriculum delivery link directly to the Professional Development Management Plan and School Improvement Plans. Assessment data analysis should play an important role linking curriculum development and delivery to professional development at both the building and district levels.

Resource selection and allocation is important to curriculum delivery, and shall be managed by the Curriculum Director or designee. Needs of all students shall be considered when selecting textbooks and resource materials, including supplemental texts and computer-delivered information. Increasingly, lesson plans and resources should be made available on the District's web site. Technology will play an increasingly important role in curriculum development.

Links to assessment shall be identified in each curriculum developed by the District. Data gathered from a variety of assessment tools, as discussed in “ The Tested Curriculum” above, drives curriculum development and the professional development program. The written, taught and tested curriculum should correlate closely. Improvement of instruction is one of the important outcomes of assessment, and it is driven by data analysis of a variety of measures, like End of Course tests, standardized tests and teacher-made classroom assessments.

### **Curriculum Development and Revision Processes**

The district model for development and revision of curriculum documents includes three management groups: the Core Committee, subject area Vertical Management Teams and Curriculum Writing Teams. The Core Committee manages curriculum development issues. Vertical Management Teams are organized and trained to guide the writing of curriculum. Curriculum Writing Teams collaborate with core area supervisors and the Vertical Management Teams to write the curriculum using the district-approved template for each content area or course. Core area supervisors provide input to the curriculum revision process and guide the Vertical Management Teams and the Curriculum Writing Teams.

The Director of Curriculum or designee chairs the Core Committee. This committee includes all core area supervisors and the administrators of instruction and professional development, as well as other content supervisors as determined necessary by the Curriculum Director.

The curriculum development cycle includes four phases:

- Aligning and writing the curriculum;
- Piloting and revising the curriculum;
- Piloting and adopting textbooks during the curriculum implementation phase; and,
- Implementing the textbook adoption.

#### **A. Phase I—Aligning and Writing the Curriculum**

During this phase, the purpose, mission statement, and philosophy are reviewed and revised, if needed. Vertical Management Teams and Curriculum Writing Teams organize in the fall and winter to review the curriculum for horizontal and vertical alignment. Curriculum Writing Teams may work through summer to write (or revise) curriculum. Using the district template, the teams should:

- Compare existing curriculum to district and state standards;
- Align objectives into a scope and sequence matrix with benchmark assessments (end of semester and/or end of course exams);
- Suggest time frames for teaching the aligned objectives; and
- Write the curriculum.

## **B. Phase II—Piloting and Revising the Curriculum**

Grade level or subject area teachers pilot the curriculum district-wide. Regular meetings during this time enable teachers to provide input for the curriculum revision during the pilot process. Curriculum Writing Teams use this input to develop revised curricula.

Grade level and subject area teachers shall use the aligned objectives provided in the revised scope and sequence matrix. Teachers have input into making necessary modifications to the curriculum at this time, including modifications to the scope and sequence and to time frames for teaching the required objectives. During this phase, suggested teaching strategies and connections are completed. Curriculum Writing Teams are used to make further curriculum adjustments following the curriculum pilot. During the spring, textbook pilot committees will review and select textbooks to pilot for Phase III. Textbook adoptions will follow guidelines found in the Textbook Adoption Procedures.

## **C. Phase III—Piloting and Adopting Textbooks, and Implementing the Curriculum**

In Phase III the revised and completed curriculum is implemented district-wide. The revised curriculum is implemented throughout the grade level or subject. Textbooks are piloted in accordance with the Textbook Adoption Procedure and final adoption recommendations are presented to the Board of Trustees in May.

Curriculum guides are reviewed and revised every five years in secondary schools and seven years in elementary schools, or as directed by the Superintendent or designee. Textbook adoption occurs every five (or seven) years, in accordance with the textbook adoption schedule and follows guidelines described in the textbook adoption policy.

## **D. Phase IV—Implementing the Textbook Adoption**

During the summer following Phase III, minor adjustments are made to the curriculum. These adjustments include resource references, page references, and activities associated with newly adopted textbooks. Textbook adoptions approved by the Board of Trustees are implemented district-wide during Phase IV.

## **VI. Professional Development**

One of the goals of the Professional Development Plan is to “provide training necessary to support and implement the district’s curriculum framework and course of study.” Professional development should offer a school or department the opportunity to establish specific goals that enable teachers to meet the needs of students. These goals should be based on district priorities as identified through the School Improvement Program and they should be driven by student assessment/demographic data. Refer to the Professional Development Plan for further information on goals and procedures.

## VII. Glossary of Terms

**Curriculum Alignment** is the degree to which the written, taught, and tested curricula are congruent. It is also the extent to which the curriculum is used to guide decisions about materials, textbooks, professional development, facilities and budgeting. If there is alignment of the curriculum, there is agreement, continuity, and connectedness horizontally, vertically, and systemically.

**Written Curriculum** is defined as those standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives that are aligned to state and district developed standards, assessments, suggested timeframes, adopted resources, and scope and sequence with stated performance standards.

**Taught Curriculum** refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of study, lesson plans, and/or approaches to instruction for teaching the written curriculum. Teachers are required by board policy to deliver the written curriculum.

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

**Alignment** – the congruency among the written, taught, and tested curricula; vertical alignment refers to agreement throughout the PK-12 system; horizontal alignment refers to agreement within a grade level or course.

**Deep Alignment** – refers to the narrowing of objectives in order to achieve greater depth within the content and further, greater specificity and adherence to the teaching strategies identified within the written curriculum. Research has shown that this particular characteristic in curriculum development has significantly reduced the impact that socio-economic status has on achievement.

**Achievement** – the state of reaching, or advancing toward, desired outcomes.

**Assessments** – evaluative measures of student achievement.

**Best Practices** – optimally effective professional behaviors that are confirmed by sound research.

**Content Knowledge** – elements from the canon of a particular subject/discipline that comprise learning expectations within a curriculum.

**CRT** – acronym for criterion-referenced test (assessment based on performance toward a pre-determined set of skills/competencies).

**Curriculum Writing Team** - individuals selected to develop content specific curriculum based upon their strategic position in the K-12 teaching and learning process.

**Data-Driven Instruction** – the use of student achievement measurement and other learning information to guide instruction, set goals, and monitor programs and curriculum.

**EOC** – acronym for “End of Course” – used in conjunction with “test” in order to identify those district-developed assessments that will demonstrate mastery of course content/state standards.

**Essential Learnings** – the minimum skills and content knowledge comprising the core requirements of a written curriculum.

**Extensions** – learning opportunities that build upon and expand the essential elements (minimum requirements) of a curriculum.

**Matrix** – an aligned set of skills and competencies showing the scope and sequence instruction for all grade levels regarding a particular discipline.

**Measures** – established assessment tools used to measure performance in a particular area.

**Objectives** – specific student skills/competencies expected for mastery of a course or discipline.

**Portfolio** – a compilation of achievement data, work samples, and other evaluation instruments.

**School Improvement Plan** – a plan that addresses district and school goals directed to improve the learning process

**Scope and Sequence** – the determined range and deliberate progression of curriculum.

**Skills** – performance attributes necessary to achieve learning expectations for a particular subject/discipline.

**Stakeholders** – all people who have a legitimate interest in a particular process or decision.

**Standards** – benchmarks identifying the level of skill or depth of content knowledge that comprise learning expectations for a particular course, discipline, or grade level.

**Vertical Management Team** – teams, managed and directed by content area supervisors that develop and revise curriculum. These teams ensure articulation across grade levels.

**APPENDIX A**  
**Curriculum Template**

<b>&lt;Course Title&gt;</b>	<b>District Reference #</b> <Schoolmaster Code>
<b>Unit &lt;#&gt;</b>	<b>&lt;Unit Title&gt;</b> <span style="float: right;"><b>&lt;Time Frame&gt;</b></span>

<b>Instructional Objective</b> <Code>      <Content Knowledge & Skill>		<b>Standard Reference</b> <State Standard Number, or "District">	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	<Specific Learning Objective (Application)>	<Insert References Here>	<Insert Assessment Acronyms Here>
02			

**Example:**

<b>Biology</b>	<b>District Reference #</b> 1202
Unit I	Introduction to Cells <span style="float: right;">(Semester 1, 2 weeks)</span>

<b>Instructional Objective</b> 1202.01      Understand that a cell is the unit of structure and function of all living things		<b>Standard Reference</b> S – 354.	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Identify and describe parts of plant and animal cells. (Note: this would link to the district's web site)	Ch. 2.3 Labs 5 and 6	EOC TMT
02	Compare and contrast the structure and function of a cell to the structure and function of federal government.		