



Curriculum Management Plan

2015 - 2025

© 2015 Manchester School District

Board of School Committee

Mayor Ted Gatsas, Chair
Sarah Ambrogi, Vice-Chair
Nancy Tessier
Debra Gagnon Langton
Daniel Bergeron
Amy Bradley
Ted Rokas
Theo Groh
Ross Terrio
Erika Connors
Arthur Beaudry
John Avard, D.C.
Katie Desrochers
Connie Van Houten
Kathy Staub

District Administration Team

Debra Livingston, Ed.D.
Superintendent of Schools

David Ryan, Assistant Superintendent for Secondary Education
Christine Martin, Assistant Superintendent for Elementary Education
Patricia Snow, Executive Director of the Innovation Zone
Karen DeFrancis, Business Administrator

Thank you to the team of educators who contributed to the creation of this document, either as researchers, writers, and/or critical readers.

Troi Hopkins, Teacher, Weston School
Lori McIntire-Willis, Teacher, Middle School at Parkside
Vanessa Gagnon, Teacher, Weston School
Ellen Tourigny, Teacher, Manchester High School Central
Lori Sweeney, Teacher, Manchester Memorial High School
Christopher Motika, Principal, Manchester High School West
Wendy Perron, Director of English Learner Instruction
Tina Proulx, Teacher, McLaughlin Middle School
Jeffrey DeLangie, Director of Instructional Technology
Donna Crook, Data Analyst
Pamela Hogan, Director of Human Resources
Nash Reddy, Director of Student Services

TABLE OF CONTENTS

Statement of Purpose	4
Curriculum Philosophy	5
Roles and Responsibilities	6
Curriculum Components	8
Curriculum Development Guidelines	9
Curriculum Evaluation and Revision	11
Professional Learning Model	15
Communicating the Plan	17
Glossary of Academic Terms	18
References	21

Statement of Purpose

The Manchester School District believes it is a privilege to be part of a child's life and as such commits to constantly improving the teaching and learning process with the benefit for children at the center of its work. The Curriculum Management Plan outlines the expectations, processes and procedures to be utilized in the development, delivery, evaluation and revision of the district's written, taught and assessed curriculum, per Manchester Board of School Committee Policy, specifically addressing *INSTRUCTION 104.1*. It remains a living document that should be reviewed annually and revised as appropriate.

The plan provides for district-wide internal consistency, quality assurances, equity, and accessibility for all, and outlines resource and financial support necessary for achieving the school district mission and vision for student learning. The document outlines the structure for quality control of the designed and delivered curriculum, and it provides methods for checks and balances in delivering a guaranteed and viable curriculum. It is a starting point for the conversations and planning around curriculum and should be considered the minimum expectations for excellence.

Mission of Manchester School District

It is the mission of the Manchester School District, in partnership with the community, to inspire and empower all learners with the knowledge, skills, and experiences essential for them to reach their greatest potential.

Vision of the Manchester School District

The Manchester School District will be a dynamic system focused on the realization of student aspirations.

Curriculum Philosophy

Our Mission:

To utilize a standards-based curriculum that promotes an inclusive learning environment providing learners the equitable opportunity to engage in curriculum that is multisensory and meaningful, allows students to connect learning to the real world, and prepares students for all chosen postsecondary experiences.

Our Purpose:

To develop, evaluate and revise curriculum that provides equitable opportunities for all students to grow and learn while developing college and career ready skills that increase post-secondary choices upon high school graduation.

cur·ric·u·lum

kəˈrɪkyələm/

includes all knowledge, skills and learning experiences that are provided to students within the school program.

Roles and Responsibilities

A. Board of School Committee

- Establish policy to guide the development, implementation and consistent evaluation of curriculum in the school district.
- Communicate to its constituents the Board’s curricular expectations while supporting the process for improving student learning.
- Responding to the data, fund, through the budget process, adequate resources and materials, such as district-wide curriculum personnel, needed to implement the curriculum.

B. Superintendent

- Implement the policy.
- Ensure that a functional decision-making structure is in place to carry out this policy.
- Provide continued support for the curricular planning and implementation throughout the district.

C. District Curriculum and Instruction Staff

- Develop a curriculum management plan to provide the framework of a district-wide curriculum.
- Establish a curriculum review cycle that provides equity to the various areas of study in schools.
- Receive, review and develop curriculum proposals that are reviewed by a district curriculum team.
- Assist principals in monitoring the implementation of the intended curriculum
- Develop a consistent format for curriculum unit guide design and the collaborative process used to improve the units.

D. Principal

- Monitors the implementation of the intended curriculum.
- Observes classes, reviews curriculum unit plans, and uses assessment data to evaluate effectiveness of curriculum alignment and classroom instruction.
- Develops a working knowledge of the curriculum pacing guides for all core academic areas.
- Conveys the importance of effective curriculum and best instructional practices.

- Leads and/or provides for site-based professional development that addresses goals of District and building curriculum needs.

E. Teacher

- Implements the curriculum using effective instructional strategies.
- Establishes a positive classroom learning climate.
- Consistently assesses and documents student learning
- Develops and maintains curriculum unit plans that are aligned to District curriculum objectives and pacing guides.
- Adapts instruction to meet each student's learning needs.

F. Student

- Understands his/her own learning strengths and needs.
- Makes sufficient effort to meet or exceed the learning requirements of District curriculum.
- Recognizes the impact of student behavior on learning and the learning of others.
- Seeks assistance and guidance when not successfully meeting the learning requirements or specific lessons.

G. Parent

- Provides information about their children to the school routinely.
- Reinforces the learning process by monitoring students' progress.
- Engages in the school community by attending critical functions such as open houses, teacher conferences and academic exhibitions.
- Develops and maintains a home environment that supports learning and protects learning time.

Curriculum Components

A. Written Curriculum

It is the expectation of the district that learning for all students will be enhanced through the implementation of a written, aligned, coordinated and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge about growth and development of learners, and the content requirements national standards of the various content disciplines.

B. Taught Curriculum

Curriculum guides are to serve as a framework from which teachers plan, organize, and implement instruction that will serve students' needs. Teachers are expected to teach and assess the Manchester Academic Standards (MAS) as aligned and articulated in the subject area/course curriculum guides, as well as any required units/activities, and to use effective, research-based teaching strategies. Instructional support staff is expected to be knowledgeable about the written curriculum and to support teachers in the implementation and evaluation of the curriculum. Building administrators are responsible for assuring the implementation of the written curriculum. These expectations and responsibilities provide an assurance to all teachers that they and their colleagues are working toward a common purpose.

C. Tested Curriculum

Effective use of student achievement data is critical to personalizing the curriculum. Assessments are used to guide instructional decisions at the student, classroom, building, and district levels. Student mastery of the Manchester Academic Standards depends upon data-driven instruction. The tested curriculum is that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward proficiency with the written curriculum.

Curriculum Development Guidelines

It is the goal of the Manchester School District to have fully developed, district-wide curriculum aligned vertically through all grade levels and horizontally across all schools and grade levels. Consistent curriculum design ensures that all students are afforded the equitable opportunity to meet all learning objectives and achieve content mastery. Curriculum will serve as the framework that individual and teams of teachers will use to best meet the unique needs all students.

Each content area shall have their own designated curriculum which will be implemented district-wide by grade level. These curricula shall be frontloaded (derived from National, State and Local Standards) and shall be reviewed, revised and/or replaced as directed by District Policy. As part of the development process, each curriculum unit of study shall be systematically reviewed and validated against targeted assessments, which may include but are not limited to those measuring college and career readiness (such as the PSAT or SAT), curriculum alignment (SBAC and district-wide formative assessments), and levels of mastery of the Manchester Academic Standards (local and classroom assessments).

Steps for Developing and Implementing Curricula

Step 1 - Needs Assessment

- What are our needs?
- What are the desired learning objectives?
- What are our currently available resources?
- How will we assess mastery of learning objectives?

Once the initial assessment is complete, the team should then address the following:

- What does the latest research tell us in regards to student learning and our learning objectives?
- What does the current student data say in regards to desired learning objectives?
- How can other concerned stakeholders (parents, faculty, students) provide feedback regarding the current curriculum?
- What are the strengths and limitations of the current curriculum?

The above step is to be used when creating an action plan to develop new curriculum. This plan must include how and when professional development is provided to faculty and staff in support of the new curriculum. The plan is to be reviewed by the District Standards and Curriculum Council (DSCC) for approval before moving forward.

Step 2 - Development of New Curriculum

- Complete a new curriculum development template and submit to the DSCC.

The following questions should be considered when completing the development template:

- How will students reach identified learning objectives?
- What additional resources will be necessary to meet stated learning objectives?

The development team will meet with the DSCC to discuss the proposal and clarify any issues raised. The team will present to the DSCC how it envisions implementing the new curriculum. **(See Step 3 below).**

Step 3 - Pre-Implementation and Implementation Plan

When outlining implementation, the team shall focus on answering the following three questions:

- What are the school learning needs?
 - how will staff and students be informed of the new curriculum?
 - when will the collaborative unit revision sessions (fishbowl) occur - provide a calendar
- What are the faculty learning needs?
 - specify when and how the professional development will be offered to staff
 - clarify if the new curriculum requires new expertise
- What are the logistical needs of the concerned stakeholders?
 - what are the financial implications of the implementation process?
 - what are the resource needs (technology, textbook, materials, etc.) for implementing the new curriculum?
- What is the process for evaluating the curriculum?
 - specify the manner by which the curriculum will be evaluated including the frequency and metrics used.

Curriculum Evaluation and Revision

The evaluation process for the Manchester School District Curriculum is designed to assure the efficacy and appropriateness of the curriculum within a five year cycle (See Figure A).

Evaluation will monitor:

- Implementation
- Scope and Sequence
- Changes in accountability testing
- Changes/advancements in an area of study
- Appropriateness/accessibility of resources

Evaluation will be measured by:

- Accountability testing
- Ongoing assessment program (iReady, Dreambox, PSAT, SAT, NWEA, etc.)
- Local common assessments
- Teacher input and reflection
- Student input and reflection

Monitoring of the curriculum will be on-going throughout the five year curriculum cycle (See Figure A). The following are responsible in the monitoring process for alignment of the written, taught, and tested curriculum:

Instructional staff

- Continuously examine student performance data
- Analyze classroom assessment data, local and otherwise
- Frequently assess the written curriculum for revisions on an annual basis

School Level Administration

- Analyze district, school and state assessment data
- Review unit plans and curriculum pacing guides
- Individual conferencing with instructional personnel
- Classroom walk-throughs in accordance with the teacher evaluation process
- Formal observations of classroom instruction and implementation of curriculum

District Level Administration

- Data Analysis
- Individual conferencing with school administration

Figure A

Year Cycle ----->	1	2	3	4	5
Subject area ↓					
ELA	Evaluate	Rewrite	Implement		
Social Studies		Evaluate	Rewrite	Implement	
Math	Rewrite	Implement			Evaluate
Science	Implement			Evaluate	Rewrite
Art	Evaluate	Rewrite	Implement		
PE/Health		Evaluate	Rewrite	Implement	
Music	Rewrite	Implement			Evaluate
World Language	Implement			Evaluate	Rewrite
Career/Technology			Evaluate	Rewrite	Implement
English Learner			Evaluate	Rewrite	Implement

Figure A: This schedule is a five year cycle during which the rewriting stage may also be an initial writing stage for areas currently without a curriculum.

The district model for development and revision of curriculum documents includes three management groups: the District Standards and Curriculum Council (DSCC), subject area vertical teams, and grade/subject level curriculum writing teams.

The **DSCC** manages curriculum development issues such as the introduction and removal of courses, review of minimum standards related to curriculum, adherence to and revision of this document, and the overall supervision of the school district’s curriculum. The Assistant Superintendent for Secondary Education chairs the DSCC which includes the following team members:

- Assistant Superintendent for Elementary Education
- Executive Director of the Innovation Zone
- Director of Instructional Technology

Director of English Learner Instruction
Director of Student Services
Director of Federal Projects
Director of Adult and Community Education
Director of Career and Technical Education at MST
Elementary and Middle School Math Curriculum Specialists
Elementary and Middle School ELA Curriculum Specialists
Two (2) principals from the Elementary School level
One (1) principal from the Middle School level
One (1) principal from the High School level

Subject-area vertical teams are organized and trained to guide the transitions and bridges between grade-level curricula.

Grade/subject level curriculum writing teams collaborate with curriculum specialists and the subject-area vertical teams to write the curriculum using the district’s curriculum development template for each content area or course. Curriculum specialists provide input to the curriculum revision process and guide the subject-area vertical teams and the grade/subject level curriculum writing teams.

The curriculum development cycle includes three phases:

- Evaluation of the existing curriculum;
- Revision and alignment of curriculum;
- Implementation of new curriculum.

Phase I—Aligning and Writing the Curriculum

Vertical Teams and Curriculum Writing Teams organize in the fall and winter to review the curriculum for horizontal and vertical alignment as well as standards alignment (pending new or revised standards). Curriculum Writing Teams use the spring and may work through summer to write (or revise) curriculum based upon the results of the review. Using the district revision template, the teams should:

- Conduct a crosswalk of existing curriculum to district and state standards;
- Align objectives into a pacing guide with benchmark assessments (end of semester and/or end of course exams);
- Suggest time frames for teaching and assessing the aligned objectives; and
- Revise curriculum units of study to reflect any changes.

Phase II—Piloting and Revising the Curriculum

Grade level or subject area teachers shall seek input from teachers district-wide using the collaborative unit review process (fishbowl activity). Teachers have input into modifications to the curriculum following an established review protocol, including modifications to the pacing guide. During this phase, suggested instructional strategies are included. Curriculum Writing Teams will use this input to develop the revised curriculum.

If the new curriculum requires the purchase of a new textbook series, a textbook pilot committee will review and select textbooks in the spring in accordance with Phase III. Textbook adoptions will follow guidelines found in the school district's textbook adoption procedures.

Phase III—Piloting and Adopting Textbooks

In Phase III the revised curriculum is implemented throughout the corresponding grade levels or subject district-wide. Textbooks, including innovative approaches such as e-books and other online resources, are piloted in accordance with the Textbook Adoption Procedure, and adoption occurs every five to seven years in accordance with the curriculum revision schedule and follows guidelines outlined in the textbook adoption policy. Decisions on textbook adoption for the revised curriculum should occur no later than March of the pilot year so as to ensure delivery of inventory in time to begin a new school year as well as ample time for professional development with teachers.

Phase IV—Implementing the Textbook Adoption

During the spring and summer after selecting a new textbook series, minor adjustments can then be made to the units of study. These adjustments include citing resource references, page references, and activities associated with newly adopted textbooks and corresponding Internet tools. Prior to ordering newly adopted textbooks, approval from the Board of School Committee must be secured in accordance with BOSC Policy Instruction 105.

Professional Learning in the Manchester School District

The Professional Learning program in the Manchester School District will commit to providing leadership and guidance in learning for all administrators, teachers, and paraprofessionals. It will provide, promote, and monitor high quality professional learning for all educators that supports increased student achievement in all classrooms through a standards-based curriculum and educational support. The district has embarked on crafting a process for implementing a job-embedded collaborative model of professional development that is relevant and research-based. The model will appeal to all employees in the school district while differentiating program offerings based upon need and interests. It is currently awaiting approval from the New Hampshire Department of Education and once approved will be in effect from 2016 - 2021.

A professional development plan cannot simply offer a series of events or scattering of workshops. Rather, it must put forward a cohesive system of timely, informed and focused learning activities designed to build upon the expertise of the district's educators. The revised Manchester School District professional development program thusly:

- prepares teachers at the beginning of the year to teach core reading and intervention programs and use all supplemental materials
- provides training on the administration of assessments and use of assessment data to inform instruction
- includes follow-up sessions and ongoing support for classroom implementation throughout the year;
- is coordinated among the state, district, and local levels; and,
- provides training for all educators including administrators, teachers, district level support personnel, and school-based support staff.

The Manchester School District has included in the new professional development model the responsibility for implementing the curriculum at the building level. An increasing amount of evidence shows that traditional approaches to professional development are ineffective (Joyce & Showers, 2002). It was critical to design a more comprehensive system for curriculum implementation that includes adding districtwide and school-based coaches and mentors to lead the professional learning activities. These instructional leaders will ensure that effective instructional practices and agreed upon content are implemented in each classroom with fidelity following the intended curriculum.

A professional development plan is never complete. To persist in moving forward professionally, the district must continue to increase the professional skills of educators. Learning is a lifelong process, and in this vein it is believed that regular review of the plan is an essential task so that as we learn of needed changes, adjustments can be made in a proactive manner.

Communicating the Plan

The Manchester School District's Curriculum Management Plan was designed in accordance with *BOSC Instruction 104.1 CURRICULUM MANAGEMENT* and to receive input from all stakeholders including but not limited to staff, students, colleagues, community. The initial design and construction of the plan was primarily the responsibility of a team of teachers and administration, however the communication of the plan will be many teams' responsibility.

The design is first presented to the Curriculum and Instruction Committee and subsequently to the Manchester School District Board of School Committee for approval. Following the approval process, every educator in the school district will be notified of access to an electronic copy of the plan. Presently all teachers have electronic access to their grade level or content specific curriculum units of study, and the Curriculum Management Plan will be accessible in the same fashion. As part of the orientation process for new staff members, the plan will be included as one of the key materials in the initial assembly of new hire paperwork.

Operationally it is expected that principals and instructional leaders in all Manchester School District schools discuss elements of the plan at staff meetings, during regular and extended planning time, and at grade level and/or department meetings. It is essential that personnel understand the contents and purpose of the plan as it does regulate the very core of what is most important in the school district.

Upon approval the plan will be available to the public through the Manchester School District website and will be electronically accessed through the Curriculum portal currently housing the Manchester Academic Standards, Manchester School District sample curriculum units, pacing guides and assessment information.

Glossary of Terms

ALP – Alternative Learning Plan
Aspen (X2) – Manchester’s Student Information System (SIS)
AYP – Adequate Yearly Progress
BOSC – Board of School Committee
CCRS – College and Career Ready Standards
CO – Central Office
CR – Constructed Response
CTE – Career & Technical Education
DI – Differentiated Instruction
DSCC – District Standards and Curriculum Council
EL – English Learner
ELO – Extended Learning Opportunity
ESEA - Elementary and Secondary Education Act
ESSA - Every Student Succeeds Act (2015 Reauthorization of ESEA)
EYP – Extended Year Program (Special Education Summer program)
FM – Focused Monitoring
FTC – Follow the Child
GLE – Grade Level Expectations
GSE – Grade Span Expectations
IB – International Baccalaureate
IBAS – Input Based Accountability System
IC – Instructional Consultation
ICT - Information and Communication Technologies
IEP – Individual Education Program
LEP – Limited English Proficiency
LLI – Leveled Literacy Intervention
MAP - Measurement of Academic Progress
MAS – Manchester Academic Standards
MOU – Memorandum of Understanding
NCLB – No Child Left Behind
NEASC – New England Association of Schools and Colleges
NECAP – New England Common Assessment Program
NHS - National Honor Society
NMSQT - National Merit Scholarship Qualifying Test
NWEA - Northwest Evaluation Association
PACE - Performance Assessment of Competency Education
PARCC – Partnership for Readiness for College and Careers
PLC – Professional Learning Community
POI – Pyramid of Intervention

PRTI – Pyramid Response to Interventions
PSAT - Preliminary Scholastic Aptitude Test
RTI – Response to Interventions
SAM –School Administrative Manager
SAT – Scholastic Aptitude Test
SBAC – Smarter Balanced Assessment Consortium
SES – Socioeconomic Status
SINI – School In Need of Improvement
SOAS – Summary of Answers and Skills (from PSAT exam)
SPED – Special Education
SRO – School Resource Officer (police officer)
UbD – Understanding by Design (backward design curriculum development framework)
VLACS – Virtual Learning Academy Charter School

Important Terms:

504 Plan – An accommodation plan for students and staff with physical or mental disabilities as codified under Section 504 of the Rehabilitation Act of 1973

New Hampshire State Scholars – Program whereby students engage in certain prescribed courses in order to obtain the distinction of being a New Hampshire State Scholar

Diploma with Distinction – earned by a student who graduates from a Manchester High School with 25 credits or more.

Credit Recovery - Interventions for students to gain credits they did not earn in a traditional setting

Competency - how will meaning making and transfer be demonstrated? what will students be doing to demonstrate mastery of what they know?

Instructional Leadership – Notion that leadership moves school forward through a focus on student learning

Distributed Leadership – a philosophy for expanding ownership in the school by providing opportunities for leadership through shared experiences

Shared Leadership – Idea that all levels of an organization take on leadership roles to move the organization

Rigor and Relevance Framework – International Center for Leadership in Education’s learning template for related Depth of Knowledge levels

Rubric – Set of expectations to guide student behavior or work on a particular assignment.

Just in Time (JIT) – Professional Development that is embedded during the day, each block (and after school) so that teachers can be informed about school-wide practices

Best Practice – Research based practices that increase student learning

Literacy Walkthrough – Non-evaluative classroom visit (often done by peers) to gain

data about use of best literacy practices

Curriculum - Curriculum is defined as the knowledge, skills, concepts, processes, and attitudes to be taught and learned at the appropriate levels/area or in courses in our schools. The word curriculum refers to what is written, taught, and tested.

Curriculum Alignment - Curriculum alignment is the coordination, or horizontal alignment, of what is written, taught, and tested within a course, within a grade level, and from school to school. It also is the articulation, or vertical alignment, of the curriculum from PK-12.

Written Curriculum - Written curriculum is defined as those standards, goals, and objectives students are to achieve and teachers are to teach. It contains knowledge, concepts, and skills which are aligned to state standards; developed assessments; suggested timeframes; and aligned resources.

Taught Curriculum - 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 follow the courses of study and instructional materials provided by the District, the essential knowledge and skills for each subject mandated by the state, and the scope and sequence developed by teachers and approved by the district.

Tested 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. Teacher-made tests, district assessments and state assessments are congruent with what is **written and taught**.

Curriculum Design - Curriculum design refers to the act of creating the curriculum via specifications or templates.

Curriculum Delivery - Curriculum delivery refers to the act of implementing the curriculum, along with the identification of professional development procedures to assist in this implementation.

Context Alignment - Instruction and assessment are aligned with the format or testing protocol students must follow for success on an assessment.

Test Deconstruction - Test deconstruction is the act of taking test items and breaking them into smaller components, skills, knowledge, and content for teaching in smaller pieces and from which to adjust the curriculum or the work plan so teaching changes as a result. Deconstruction also involves the analysis of context.

Data Disaggregation - Data disaggregation refers to the act of analyzing student achievement data and other learning data to guide instruction, set goals, and monitor programs and curriculum.

References

Birmingham, Ph.D., Judy. (2013). *A Curriculum Audit of the Manchester School District*. International Curriculum Management Audit Center. Phi Delta Kappa, Intl., Bloomington, IN.

Curriculum Management Plan. Independent School District of Boise City, Boise, ID. 2001.

Curriculum Management Plan. Mt. Pleasant Cottage School, Union Free School District, Pleasantville, NY. 2013.

Curriculum Management Plan. Nashua School District, Nashua, NH. 2007.

Frase, Larry E., Fenwick W. English, William K. Poston Jr. (2000). *The Curriculum Management Audit*. Lanham, MD. Rowman & Littlefield Education.

Joyce, Bruce & Showers, Beverley (2002). *Designing Training and Peer Coaching: Our needs for learning*. Alexandria, VA., ASCD.

<http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx>

<http://www2.ed.gov/programs/readingfirst/support/tips.pdf>

<http://mdk12.org/share/pdf/MarylandTeacherProfessionalDevelopmentPlanningGuide.pdf>

<http://www.forbes.com/sites/work-in-progress/2011/06/21/creating-your-professional-development-plan-3-surprising-truths/>