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 section IGA, IGD, and IGE further define curriculum expectations and responsibilities.
# Table of Contents

- District and Background Information ........................................................................................................... 5
  - Kyrene School District Vision Statement ........................................................................................................ 5
  - Kyrene School District Mission Statement ................................................................................................... 5
  - Kyrene School District Core Values ............................................................................................................. 5
  - Summary of Curriculum Audit Findings and Recommendations .............................................................. 5
  - District Strategic Plan and Connection to Curriculum Management Plan ................................................. 6

- Curriculum Management Plan ...................................................................................................................... 7
  - Curriculum Management Principles ......................................................................................................... 8
  - Instructional Management Principles ...................................................................................................... 8
  - Assessment Management Principles ....................................................................................................... 8

- Curriculum Model ......................................................................................................................................... 9
  - Alignment of Standards-Based Teaching and Learning ............................................................................ 9

- Written Curriculum Process ....................................................................................................................... 10
  - Phase 1 – Assess Curricular Needs ..................................................................................................... 10
  - Phase 2 – Plan and Develop, Customize, or Revise Curriculum ......................................................... 10
  - Phase 3 – Implement the Curriculum ................................................................................................. 11
  - Phase 4 – Evaluate and Revise Curriculum ........................................................................................ 12

- Instructional Model ..................................................................................................................................... 12
  - Plan ......................................................................................................................................................... 12
  - Teach ...................................................................................................................................................... 12
    - Direct Instruction ............................................................................................................................... 13
    - Inquiry-Based Instruction ................................................................................................................. 13
    - Technology Integration ...................................................................................................................... 14
  - Respond .................................................................................................................................................. 15
  - Professional Learning ............................................................................................................................. 16

- Assessment Model ...................................................................................................................................... 16
  - Kyrene System of Assessments ............................................................................................................. 17

- Data Systems and Structures ...................................................................................................................... 18
  - Synergy ................................................................................................................................................ 18
  - Illuminate .......................................................................................................................................... 18
  - Educlimber .......................................................................................................................................... 18
  - Mclass ............................................................................................................................................... 18
  - i-Ready ......................................................................................................................................... 18
  - Schoology ......................................................................................................................................... 19
# District and Background Information

## Kyrene School District Vision Statement

All students achieve at their maximum potential to become problem-solvers, creators, and visionaries of tomorrow.

## Kyrene School District Mission Statement

The Kyrene School District will commit to student success for all, by providing engaging and challenging educational environments that promote and inspire passion for learning, leading, and achieving transformative life outcomes.

## Kyrene School District Core Values

*It’s all about... K-Kids.*

**Kyrene**
- **Kids.** All students are at the center of our work.

**Integrity.** We consistently use honesty and respect to support the well-being of our students and staff.

**Dedication.** We are committed to fostering a culture of collaboration, accountability, and communication to achieve our shared vision and mission.

**Strength.** We pride ourselves in creating and maintaining strong, engaging, and compassionate relationships amongst students, staff and community.

## Summary of Curriculum Audit Findings and Recommendations

A school district with a strong curriculum management system has a written plan that outlines and guides the design and delivery of curriculum. The plan directs various stages of development and review, and assigns responsibility for design and delivery among district and school staff members. It provides the process for curriculum development, adoption, implementation, monitoring, evaluation, and revision for all courses of study.

A comprehensive curriculum management plan outlines a clear directional focus for curriculum that aligns with district goals. The plan should be based on a framework that includes state and national standards, incorporates monitoring and professional development to improve curriculum-related performance of the staff, and provides equal access to the curriculum for all students. The plan is designed to function with other major plans, the district textbook adoption cycle, the professional development plan, and the budgeting process. This provides for a systematic process for the design, delivery, and evaluation of curriculum that is thoughtfully designed, articulated vertically for a clear progression of learning PK-8, and horizontally coordinated within grade levels across schools.

In the curriculum audit presented in March 2017, auditors found that the Kyrene School District did not have a comprehensive curriculum management plan in place to direct the design, implementation, and evaluation of the district’s curriculum. Overall, the current process of curriculum management planning is inadequate (see Appendix A – *Curriculum Audit Exhibit 2.1.3* for criteria and ratings).
While some direction regarding curriculum design, implementation and evaluation is communicated through board policies, job descriptions, and district curriculum documents, the direction provided lacks sufficient specificity, content, and consistency to ensure deployment of a comprehensive curriculum in the Kyrene School District. To this end, it was recommended that Kyrene School District:

- Develop and implement a comprehensive curriculum management plan to provide system-wide direction for design, delivery, monitoring and evaluation of the curriculum (recommendation 2).
- Develop and implement a comprehensive plan for student assessment that will provide meaningful data for decision-making that is linked to specific goals for improved student achievement. Require a program evaluation plan that systematically evaluates all major programs and interventions liked with evidence of student learning to provide feedback for decisions regarding program selection, continuation, expansion, modification or termination (recommendation 3).
- Design and implement a comprehensive professional development process that provides for coordination with the curriculum management plan, the student assessment plan, and is focused on producing effective instructional practices associated with high levels of student achievement. Include a process for review of implementation and subsequent evaluation of the quality and effectiveness of both district and school-level professional development (recommendation 4).
- Develop and implement a comprehensive policy manual that directs a sound system of curriculum management and control. Develop and implement a framework of administrative guidelines to promote consistent decision-making (recommendation 6). See Appendix B Policy Review Priorities.
- Revise, adopt, and implement a table of organization and job descriptions that provide for control and linkage to desired student outcomes (recommendation 7).

### District Strategic Plan and Connection to Curriculum Management Plan

The District’s Strategic Plan serves as a roadmap for achieving our vision where all students in Kyrene achieve at their maximum potential to become problem-solvers, creators, and visionaries of tomorrow. Goals and targeted measures drive the work of the district and focus efforts toward accomplishing our vision and mission. The relationship between expectation and results creates influence throughout our schools, relying on contributions across our community and organization so shared focus is on doing the right things and doing them well.

The development and implementation of a curriculum management plan falls primarily under the goal of High Performing Students but also has touchpoints in each of the other goal areas.

**HIGH PERFORMING STUDENTS**
Prepare all students to achieve their full potential in school and life by providing a dynamic learning environment that maximizes student growth and performance.

**HIGH QUALITY TALENT**
Attract and retain high quality teachers, administrators, and education support professionals.

**INCLUSIVE CULTURE**
Promote an inclusive culture of respect, high expectations, collaboration, and shared accountability for student success.

**RESPONSIVE ORGANIZATION**
Optimize district-wide systems to create an effective, agile, safe, and responsive organization.

**COLLECTIVE GOVERNANCE**
Commit to collective governance by creating the conditions and providing the necessary resources for student success.
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 must have the flexibility to revise and adjust lessons to address the needs of their learners. 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:
  o 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.
**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 C 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 Director of Curriculum, in collaboration with members of Teaching and Learning Departments 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 Director of Curriculum 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 Curriculum Director 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.
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 Director of Curriculum 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 Curriculum and Assessment department for 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 for purpose of monitoring student progress and curriculum effectiveness. As new standards are available for Social Studies and Science, common interim assessments will also be developed in these core content areas. 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 Director of Curriculum in collaboration with members of Teaching and Learning Departments 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 make adjustments in 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 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.

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

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

**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 of 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 allow 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 sub groups
• 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 together 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.

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.
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 and middle school level for English Language Arts and Mathematics. Common PLC-developed assessments are used at the middle school level for Science and Social Studies. 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 is also under 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.

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 D and E respectively. These documents are reviewed and updated annually.
## 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.

### Illuminate

Illuminate is our primary assessment system. 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 illuminate to create multiple assessment views. We utilize illuminate for district interim assessments. Teachers can use illuminate to create, administer, and analyze formative assessments for their classrooms.

### Educlimber

Educlimber is an interactive data warehouse tool that is used to visualize and disaggregate both academic and behavioral data and track MTSS/PBIS/program interventions. Educlimber integrates with both Synergy and Illuminate. Educlimber is a new tool to Kyrene in the 2018-19 year and the focus this year is use for MTSS (multi-tiered systems of support) to identify students in need of support, record intervention meetings and services, and track student progress. Educlimber when fully implemented will house integrated information for MTSS, PBIS, special education resource support, English Language Development plans, and gifted resource support.

### 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 and links to instructional support for reading.

### i-Ready

i-Ready is an assessment and instruction tool that is being used in Kyrene for targeted intervention in 3-8 for reading and K-8 in mathematics. Students identified for academic intervention 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 from the intervention team targeted to their profile needs and use the online instruction to work on skills at their proximal level of development. Students are assessed several times during the year to determine if they are on track for their targeted growth toward grade level proficiency. We also use i-Ready as a diagnostic assessment in mathematics with all 1st grade students to enable teachers to track numeracy development and provide early intervention.
**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 have the ability to 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.

**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.

**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:
  o Knowing their child’s teacher(s)
  o Communicating their child’s or family’s individual or cultural needs
  o Attending meetings that provide parents with information about the school
  o Attending parent/teacher conferences
  o Keeping up with their child's progress, report cards, and test data (online access)
  o Making certain that their child completes homework assignments, and that their child goes to class prepared for learning
  o Helping their child develop good study habits
  o 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 Director of Curriculum 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

Curriculum adoption processes in the last ten years have been very limited due to cuts in capital budgets at the state level. Appendix F shows an outline of currently adopted curriculum resource for core areas and their respective dates of adoption. Funding for recent adoptions for middle school math and K-8 English Language Arts have been provided through land sale and reserve funds. These adoptions were a priority because of recent updates to the Arizona Standards. Curriculum adoptions for special areas/elective courses all appear to be prior to 2003.

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. This allows approximately 2.7 million in funding per year starting in 2018-19 and for the next five years. This funding needs to support both ongoing curriculum support maintenance as well as adoption of updated materials. Appendix G shows a projection of curriculum adoptions aligned with state standards updates and expected implementation timelines. Available funds will cover some of these expenses but are likely to fall short with the timing of the social studies and science standards expected implementation being only one year apart. Update of science materials will likely need to be accomplished over two or three years starting with middle school. Projected curriculum adoptions and timelines will be reviewed, updated, and prioritized annually. As the state releases additional timelines for the updates of standards, the projections for curriculum adoptions or resources will need to be revisited and built out further into the future.

During the 2018-19 school year, Curriculum and Assessment has launched a request for proposals for elementary mathematics and K-8 social studies. Mathematics standards were updated in 2015 and middle school materials were adopted. At that time, no elementary materials were found with sufficient alignment for purchase so we have been using open source materials like Engage New York and Georgia Units. Social Studies standards are slated to be approved by the Arizona State Board of Education in 2018 with implementation expected in 2018-19. We will prioritize the selection of Middle School Social Studies materials since at that level students take three full courses. For elementary social studies, the Curriculum and Assessment Department will support development of curriculum guides and units based upon Arizona History and Social Science Standards with project-based learning using supplemental materials due to an inability to find appropriate curriculum 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 are able to 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, 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 are able to 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 H for a sample adoption timeline.

Appendix I 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 J outlines the framework for implementation walkthroughs to support new standards, curriculum resources, and/or program models.

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### Curriculum Council

Curriculum Council is an advisory group with representation from across departments and schools that will review program of study, pilot programs, and supplemental materials (i.e. trade books, software). The Curriculum Council will also advise resource adoption processes. The Curriculum Council will meet at least bimonthly to review proposals for curricular alignment, instructional merit, and cost/benefit analysis. Proposals with budget implications will be submitted to cabinet for their consideration.

Program of study and new course proposal review occur in the fall to launch course selection in the spring. There are cycles of trade book approval twice per year, software approval four times per year, and supplemental resource approval four times per year. Proposals for pilots could be heard at any time as they are often driven by timing of grant/partnership opportunities. Lists of reviewed and approved resources, pilots, and courses are maintained on the Curriculum Council website. Appendix K shows a sample meeting schedule and review table.

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.

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### 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.

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### 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 is capable of attaining 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 Management Plan Component Review from Curriculum Audit

Exhibit 2.1.5
Curriculum Management Plan Components
And Auditors’ Assessment of District Approach
Kyrene School District
November 2016

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Auditors’ Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describes the philosophical framework for the design of the curriculum, including such directives as standards-based, results-based, or competency-based; the alignment of the written, taught, and tested curriculum; and the approaches used in delivering the curriculum.</td>
<td>Partial*</td>
</tr>
<tr>
<td>2. Identifies the timing, scope, and procedures for a periodic cycle of review of curriculum in all subject areas and at all grade levels.</td>
<td>Partial*</td>
</tr>
<tr>
<td>3. Defines and directs the stages of curriculum development.</td>
<td>X</td>
</tr>
<tr>
<td>4. Specifies the roles and responsibilities of the board, central office staff members, and school-based staff members in the design and delivery of curriculum.</td>
<td>Partial*</td>
</tr>
<tr>
<td>5. Presents the format and components of all curriculum, assessments, and instructional guide documents.</td>
<td>Partial*</td>
</tr>
<tr>
<td>6. Directs how state and national standards will be considered in the curriculum. This includes whether or not to use a back-loaded approach, in which the curriculum is derived from high-stakes tested learnings (topological and/or deep alignment), and/or a front-loaded approach, which derives the curriculum from national, state, or local learnings.</td>
<td>Partial*</td>
</tr>
<tr>
<td>7. Requires for every content area a focused set of precise student objectives/student expectations and standards that are reasonable in number so the student has adequate time to master the content.</td>
<td>X</td>
</tr>
<tr>
<td>8. Directs that curriculum documents not only specify the content of the student objectives/student expectations, but also include multiple contexts and cognitive types.</td>
<td>X</td>
</tr>
<tr>
<td>9. Specifies the overall beliefs and procedures governing the assessment of curriculum effectiveness. This includes curriculum-based diagnostic assessments and rubrics (as needed). Such assessments direct instructional decisions regarding student progress in mastering prerequisite concepts, skills, knowledge, and long-term mastery of the learning.</td>
<td>X</td>
</tr>
<tr>
<td>10. Directs curriculum to be designed so that it supports teachers’ differentiation of instructional approaches and selection of student objectives at the right level of difficulty. This ensures that those students who need prerequisite concepts, knowledge, and skills are moved ahead at an accelerated pace, and that students who have already mastered the objectives are also moved ahead at a challenging pace.</td>
<td>Partial*</td>
</tr>
<tr>
<td>11. Describes the procedures teachers and administrators will follow in using assessment data to strengthen written curriculum and instructional decision making.</td>
<td>Partial*</td>
</tr>
<tr>
<td>12. Outlines procedures for conducting formative and summative evaluations of programs and their corresponding curriculum content.</td>
<td>Partial*</td>
</tr>
<tr>
<td>13. Requires the design of a comprehensive staff development program linked to curriculum design and its delivery.</td>
<td>X</td>
</tr>
<tr>
<td>14. Presents procedures for monitoring the delivery of curriculum.</td>
<td>X</td>
</tr>
<tr>
<td>15. Establishes a communication plan for the process of curriculum design and delivery.</td>
<td>X</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
</tr>
<tr>
<td>Percentage of Adequacy</td>
<td>7%</td>
</tr>
</tbody>
</table>

*Partial ratings are tallied as inadequate.

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Appendix B - Policy Review Priorities

The auditors found that board policies provided a general expectation for instructional planning but lacked sufficient content and specificity to direct comprehensive curriculum planning in the Kyrene School District. Specifically, auditors noted that board policies:

- Do not have a clear unifying educational philosophy or framework to guide development, implementation, and evaluation of the district’s curriculum and overall instructional program.
- Do not require that a written curriculum be in place to guide instruction consistently across the district, even though policy states “curriculum will be written and available for all approved subject areas or interdisciplinary offerings.”
- Do not require a written curriculum that specifies the learning objectives students are expected to master at each grade level.
- Do not require teachers to align their instruction to a board-approved curriculum across the district.
- **Board Policy AD: Educational Philosophy/School District Mission** provides the expectation that curriculum will be a continuous-progress model based on specific philosophical premises. The district subscribes to an approach to curriculum and instruction that focuses around student exit outcomes.
- **Board Policy CBA: Qualifications and Duties of the Superintendent** establishes the responsibility to “administer the development, coordination, maintenance, and evaluation of the education program.”
- **Board Policy IA: Instructional Goals and Objectives** directs the district to provide students with basic communication and computational skills, an experience-based curriculum, and exploration of different disciplines and decision-making techniques.
- **Board Policy IGA: Curriculum Development** authorizes the superintendent “to develop the curriculum for the school system.” The district curriculum is to reflect alignment to the state content standards, and assessments are to be aligned to the district curriculum. Additionally, curriculum modifications, a six-year review of each curriculum area and its adopted instructional resources, as well as new curriculum, are subject to board approval.
- **Board Policy IGD: Curriculum Adoption** specifies board adoption of “all new programs and courses of study.”
- **Board Policy IGE: Curriculum Guides and Course Outlines** requires curriculum guides to “be developed for the various subject areas...and present at least a minimal outline for instruction and a basis for further development of the particular courses.” The curriculum guides are to be developed to reflect local needs and be designed to implement the district philosophy.
- **Regulation IGE-R: Curriculum Guides and Course Outlines** assigns the responsibility of developing curriculum guides to “staff members and teachers who are to use them.” Further, “curriculum guides are to serve as a framework for teachers to develop units of study, individual lesson plans, and approaches to instruction.” Teachers are required to adhere to the guides.
- **Board Policy IJJ: Textbook/Supplementary Materials Selection and Adoption** requires board approval and adoption of all new textbooks and supplementary books. The responsibility of establishing textbook selection procedures is delegated to the superintendent.
## Appendix C – Curriculum Communication Plan

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Description</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of Year</strong></td>
<td><strong>July and early August</strong></td>
<td><strong>Start of the Year Launch Curriculum Message</strong></td>
</tr>
<tr>
<td></td>
<td>• Overview for the year</td>
<td>Governing Board (overview)</td>
</tr>
<tr>
<td></td>
<td>• Assessment calendar for the year</td>
<td>Families and Community (overview)</td>
</tr>
<tr>
<td></td>
<td>• Curriculum document updates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interim assessment and response to learning updates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Beginning of Year assessment information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional development offerings for fall semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Curriculum council updates</td>
<td></td>
</tr>
<tr>
<td><strong>August and early</strong></td>
<td><strong>September</strong></td>
<td><strong>Solicit participation in curriculum dialogues and curriculum committees</strong></td>
</tr>
<tr>
<td></td>
<td><strong>August and early September</strong></td>
<td><strong>Schedule implementation walkthroughs for fall semester</strong></td>
</tr>
<tr>
<td></td>
<td><strong>August and early September</strong></td>
<td><strong>Communicate about upcoming standards and curriculum adoption timelines</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Early September</strong></td>
<td><strong>Communicate about new course proposals and updates to course descriptions for following year</strong></td>
</tr>
<tr>
<td></td>
<td><strong>September</strong></td>
<td><strong>Communicate Interim 1 administration details</strong></td>
</tr>
<tr>
<td></td>
<td><strong>September</strong></td>
<td><strong>Collect feedback – curriculum dialogues round 1 or feedback from teacher leader cadres</strong></td>
</tr>
<tr>
<td></td>
<td><strong>October</strong></td>
<td><strong>Review process through Curriculum Council for new courses, notification of course approval</strong></td>
</tr>
<tr>
<td></td>
<td><strong>October</strong></td>
<td><strong>Teachers complete interim data review and response to learning plans</strong></td>
</tr>
<tr>
<td></td>
<td><strong>October</strong></td>
<td><strong>Communicate information about 60-day review if applicable (periodic updates will also be provided throughout the winter)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>October</strong></td>
<td><strong>Provide strategic plan update</strong></td>
</tr>
<tr>
<td></td>
<td><strong>November</strong></td>
<td><strong>Provide Interim 1 data summary</strong></td>
</tr>
<tr>
<td></td>
<td><strong>November</strong></td>
<td><strong>Update Program of Study for following year</strong></td>
</tr>
<tr>
<td></td>
<td><strong>November and early December</strong></td>
<td><strong>Collect feedback Curriculum dialogues round 2 or feedback from teacher leader cadres</strong></td>
</tr>
<tr>
<td></td>
<td><strong>November and early December</strong></td>
<td><strong>Semester 1 survey processes including information needed for budget priority setting</strong></td>
</tr>
<tr>
<td></td>
<td><strong>December</strong></td>
<td><strong>Communicate Interim 2 administration details</strong></td>
</tr>
<tr>
<td></td>
<td><strong>December</strong></td>
<td><strong>Teachers complete interim data review and response to learning plans</strong></td>
</tr>
<tr>
<td></td>
<td><strong>December</strong></td>
<td><strong>Provide strategic plan update</strong></td>
</tr>
<tr>
<td></td>
<td><strong>December</strong></td>
<td><strong>Communicate professional development offerings for spring semester</strong></td>
</tr>
<tr>
<td></td>
<td><strong>December</strong></td>
<td><strong>Schedule implementation walkthroughs for spring semester</strong></td>
</tr>
<tr>
<td></td>
<td><strong>January and early February</strong></td>
<td><strong>Conduct annual review of software usage</strong></td>
</tr>
<tr>
<td></td>
<td><strong>January and early February</strong></td>
<td><strong>Detailed planning for curriculum resources</strong></td>
</tr>
<tr>
<td></td>
<td><strong>January and early February</strong></td>
<td><strong>Set/adjust budget priorities</strong></td>
</tr>
<tr>
<td>Timeline</td>
<td>Description</td>
<td>Audience</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
</tbody>
</table>
| 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 |
| February         | Provide Interim 2 data summary                                               | Site leadership  
Governing board |
| February         | Communicate Interim 3 administration details                                  | Teachers and site leadership           |
| February         | Update elementary report cards to align with standards updates for following school year | Curriculum coordinators  
Information technology |
| February         | State Assessment information and training                                    | Teachers and site leadership           |
| February and March | Collect feedback  
Curriculum dialogues round 3 or feedback from teacher leader cadres  
Semester 2 survey processes | Teachers and site leadership           |
| Early March      | Teachers complete interim data review and response to learning plans          | Teachers and site leadership           |
| March            | Communicate implementation plan for new standards or curriculum resources as applicable | Teachers and site leadership  
Governing Board |
| March            | Provide strategic plan update                                                 | Governing Board  
Community |
| March            | Provide Interim 3 data summary                                                | Site leadership  
Governing board |
| 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 of new teacher materials as applicable and possible  
Discard outdated curriculum materials | Teachers and site leadership |
| June             | Provide strategic plan update                                                 | Governing Board  
Community |
| June             | Curriculum teams update curriculum documents and assessments  
Post updated curriculum documents | Teachers  
Curriculum Coordinators |
| June and July    | Initial training for new standards of curriculum resources                   | Teachers and site leadership           |
| July             | Mailing/Posting of State Assessment Results                                  | Families  
Site Leadership |
| July or August   | State Assessment Data Summary                                                 | Site leadership  
Governing Board  
Families and Community |
## Appendix D - Kyrene System of Assessments Descriptions

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.

<table>
<thead>
<tr>
<th>Test Window</th>
<th>Assessment</th>
<th>Subject &amp; Description</th>
<th>Grades</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of the Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>DIBELS Reading Skills Test</td>
<td>Reading</td>
<td>K-5</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>i-Ready Math Math Readiness Test</td>
<td>Math</td>
<td>1</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>i-Ready Math is an adaptive screener that pinpoints student needs down to the sub-skill level and is used to identify students that may need intervention in mathematics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>CogAT7 Gifted Test</td>
<td>Verbal, Quantitative and Nonverbal Reasoning</td>
<td>K-8</td>
<td>Paper Online</td>
</tr>
<tr>
<td></td>
<td>TheCogAT7 test is for gifted identification and for all eligible students. 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>District Interim 1</td>
<td>Math &amp; English Language Arts</td>
<td>K-8</td>
<td>Paper (K-1) Online (2-8)</td>
</tr>
<tr>
<td></td>
<td>KSD Interims measure student progress towards grade level/course standards as identified by mastery expectations at the time of testing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Middle of the Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>AAPPL Dual Language Test</td>
<td>Language Proficiency</td>
<td>3-7</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>The American Council on the Teaching of Foreign Language Assessment of Performance toward Proficiency in Languages are administered to students participating in Dual Language program and identifies their level of performance towards proficiency in Spanish.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>CogAT7 Gifted Test</td>
<td>Verbal, Quantitative and Nonverbal Reasoning</td>
<td>K-8</td>
<td>Paper Online</td>
</tr>
<tr>
<td></td>
<td>TheCogAT7 test is for gifted identification and for all eligible students. 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>State Civics Test</td>
<td>Civics</td>
<td>8</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>The High School Civics test mandated in Arizona is given to Kyrene 8th grade students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>DIBELS Reading Skills Test</td>
<td>Reading</td>
<td>K-5</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>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. The winter window supports identification and progress monitoring.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>District Interim 2</td>
<td>Math &amp; English Language Arts</td>
<td>K-8</td>
<td>Paper (K-1) Online (2-8)</td>
</tr>
<tr>
<td></td>
<td>KSD Interims measure student progress towards grade level/course standards as identified by mastery expectations at the time of testing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>i-Ready Math Math Readiness Test</td>
<td>Math</td>
<td>1</td>
<td>Online</td>
</tr>
<tr>
<td></td>
<td>i-Ready Math is an adaptive screener that pinpoints student needs down to the sub-skill level and is used to identify students that may need intervention in mathematics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test Window</td>
<td>Assessment</td>
<td>Subject &amp; Description</td>
<td>Grades</td>
<td>Format</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| February        | District Interim 3          | Math & English Language Arts  
KSD interims measure student progress towards grade level/course standards as identified by mastery expectations at the time of testing.                                      | K-8    | Paper (K-1) Online (2-8) |
| February - March| State AZELLA English Proficiency Test | English Language Proficiency  
The Arizona English Language Learner Assessment is an English proficiency assessment for students identified as English Language Learners.                                  | K-8    | Paper (K-2) Online (3-8) |
| March           | AAPPL Dual Language Test    | Language Proficiency  
The American Council on the Teaching of Foreign Language Assessment of Performance toward Proficiency in Languages are administered to students participating in Dual Language program and identifies their level of performance towards proficiency in Spanish. | 3-8    | Online   |
| March - April   | AIMS and AIMS-A State Science Test | Science  
Arizona’s Instrument to Measure Standards is the state assessment that measures students’ proficiency in grade level science. Students eligible for alternate assessments participate in AIMS-A. | 4 & 8  | Online   |
| April           | AzMERIT & MSAA State Writing Test | Writing  
Arizona Measurement of Educational Readiness to Inform Teaching is the state assessment to measure student understanding and level of proficiency of State Writing Standards. Students eligible for alternate assessments participate in Multi-State Alternate Assessment. | 3-8    | Online   |
| April           | AzMERIT & MSAA State ELA and Math Test | Math & English Language Arts  
Arizona Measurement of Educational Readiness to Inform Teaching 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. | 3-8    | Online   |
| April - May     | CogAT7 Gifted Test          | Verbal, Quantitative and Nonverbal Reasoning  
The CogAT7 test is for gifted identification and for all eligible students. 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    | Paper Online |
| May             | DIBELS Reading Skills Test  | Reading  
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 kinder through 5th grade. The spring window supports evaluation of growth. | K-5    | Interview |
| May             | i-Ready Math Math Readiness Test | Math  
i-Ready Math is an adaptive screener that pinpoints student needs down to the sub-skill level and is used to identify students that may need intervention in mathematics. The spring window supports evaluation of growth. | 1      | Online    |
| May             | State Civics Test           | Civics  
The High School Civics test mandated in Arizona is given to Kyrene 8th grade students.                                                                                                                                 | 8      | Online    |
| May             | HS Spanish Credit Test      | Language - Spanish  
The TUHSD High School Spanish Exam assesses performance in Spanish for students enrolled in Spanish 1-2. The exam is required for high school Spanish 1-2 course credit as outlined by the Tri-District agreement. | 8      | Paper     |
Appendix E - Kyrene Assessment Calendar Example
<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grade Level</th>
<th>Description</th>
<th>Publisher</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Elementary</td>
<td>Core Knowledge English Language Arts</td>
<td>Amplify</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Supplementary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2017 Full adoption</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Middle School</td>
<td>myPerspectives English Language Arts</td>
<td>Pearson</td>
<td>2017</td>
</tr>
<tr>
<td>Health</td>
<td>Elementary</td>
<td>Be Active</td>
<td>Harcourt Brace</td>
<td>2007</td>
</tr>
<tr>
<td>Math</td>
<td>Elementary School</td>
<td>Investigations 2</td>
<td>Pearson</td>
<td>2004</td>
</tr>
<tr>
<td>Math</td>
<td>Middle School</td>
<td>Middle School Math, Algebra, and Geometry</td>
<td>Carnegie</td>
<td>2015</td>
</tr>
<tr>
<td>Science</td>
<td>Elementary</td>
<td>Various kits titles aligned to standards</td>
<td>FOSS Engineering</td>
<td>Purchased between</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>is Elementary</td>
<td>1997-2005</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Insights</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Middle School</td>
<td>Various kit titles aligned to standards</td>
<td>SEPUP STC</td>
<td>Purchased between</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1997-2005</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Elementary</td>
<td>Social Studies</td>
<td>Harcourt</td>
<td>2007</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Middle School</td>
<td>Ancient Civilizations Medieval and Early Modern</td>
<td>McDougall Littell</td>
<td>2007</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Times American History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix G - 5-Year Curriculum Projections

*NOTE: Information aligned with the Arizona Department of Education standards review cycles.*

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>State Review</th>
<th>Target date for Full Implementation</th>
<th>Projected Kyrene Curriculum Resource Review and Development of Updated Curriculum Guides</th>
<th>Projected Kyrene Implementation</th>
<th>Projected budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>2016-17</td>
<td>2018-19</td>
<td>Elem and MS 2016-17</td>
<td>Elem and MS 2017-18</td>
<td>Complete $4.2 million</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2016-17</td>
<td>2018-19</td>
<td>Elem 2018-19</td>
<td>Elem 2019-20</td>
<td>$1.3 million Include DL</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2017-18</td>
<td>2019-20</td>
<td>Elem and MS 2018-19</td>
<td>Elem and MS 2018-19</td>
<td>$2 million Include MS DL</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>2018-19</td>
<td>2019-20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2017-18</td>
<td>2020-21</td>
<td>Elem and MS 2019-20 Priority on MS</td>
<td>Elem and MS 2020-21</td>
<td>$4 million Include MS DL and STEM elective</td>
</tr>
<tr>
<td>Health</td>
<td>2018-19</td>
<td>2020-21</td>
<td>Elem and MS 2019-20 Priority on MS</td>
<td>Elem and MS 2020-21</td>
<td>Include with science</td>
</tr>
<tr>
<td>Educational Tech</td>
<td>2018-19</td>
<td>2020-21</td>
<td></td>
<td></td>
<td>Include Multimedia, Computer Sci, Computer programming</td>
</tr>
<tr>
<td>Workplace Skills</td>
<td>2018-19</td>
<td>2020-21</td>
<td></td>
<td></td>
<td>Family and Consumer Science</td>
</tr>
<tr>
<td>Early Learning</td>
<td>2018-19</td>
<td>2021-22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World and Native Languages</td>
<td>2020-21</td>
<td>2022-23</td>
<td>Dual Language 2021-22</td>
<td>Dual Language 2022-23</td>
<td>Elem SLA $400,000 MS SLA $100,000 MS World Languages $400,000</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2020-21</td>
<td>2022-23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>2020-21</td>
<td>2022-23</td>
<td>Visual Arts, Music, Theater, Chorus</td>
<td></td>
<td>Instrument refresh for band/orchestra in annual</td>
</tr>
</tbody>
</table>

**Total Projection:** $8.2 million without funding for areas shown in gray
### Appendix H - Example Timeline and Process for Curriculum Adoption

Kyrene Elementary School District  
Elementary Math Adoption 2018-19 Proposed Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 10–17, 2018</td>
<td>Responsiveness checklist, alignment rubric, ranking (scoring process for RFP)</td>
</tr>
<tr>
<td>August 20, 2018</td>
<td>Release RFP to vendors</td>
</tr>
<tr>
<td>August 20 – 31, 2018</td>
<td>Establish Initial Paper Screening Committee by Application</td>
</tr>
<tr>
<td>September 17, 2018</td>
<td>End of vendor submission period</td>
</tr>
<tr>
<td>September 18, 2018</td>
<td>Review submissions with responsiveness checklist (procurement, curriculum, IT)</td>
</tr>
<tr>
<td>September 24-28, 2018</td>
<td>Review of Submitted Materials by Committee (sub needed for committee for 1 day)</td>
</tr>
<tr>
<td>September 28, 2018</td>
<td>Submit Governing Board Agenda Item to Initiate 60-Day Public Review</td>
</tr>
<tr>
<td>October 2, 2018</td>
<td>Governing Board Approval for 60-Day Public Review</td>
</tr>
<tr>
<td>October 3, 2018</td>
<td>Request Expanded Samples for Teacher and Community Review</td>
</tr>
<tr>
<td>October 15, 2018</td>
<td>Technology Survey Created for Teacher Input</td>
</tr>
<tr>
<td></td>
<td>Feedback forms Created for Community Input</td>
</tr>
<tr>
<td>October 15, 2018</td>
<td>Expanded Samples Due at District Office and School Sites</td>
</tr>
<tr>
<td></td>
<td>(Vendors expected to set up materials at all locations)</td>
</tr>
<tr>
<td>October 16 – December 21, 2018</td>
<td>60-Day Public Review</td>
</tr>
<tr>
<td></td>
<td>• Materials on Display at District Office and school sites</td>
</tr>
<tr>
<td></td>
<td>• Recorded Vendor Presentations</td>
</tr>
<tr>
<td></td>
<td>• Teacher feedback process - review of materials and complete survey</td>
</tr>
<tr>
<td></td>
<td>• Community feedback opportunity</td>
</tr>
<tr>
<td>January 7 - 11, 2019</td>
<td>Prepare data and feedback summaries for review</td>
</tr>
<tr>
<td>January 14 – 18, 2019</td>
<td>Survey Data Review with Committee Members (after school meeting)</td>
</tr>
<tr>
<td>January 21, 2018</td>
<td>Draft Adoption Recommendation</td>
</tr>
<tr>
<td>January 21, 2018</td>
<td>Request Best and Final Offer from Vendors</td>
</tr>
<tr>
<td>January 31, 2018</td>
<td>Best and Final Due</td>
</tr>
<tr>
<td>February 4 – 15, 2019</td>
<td>Develop Board Presentation for Recommended Resource(s)</td>
</tr>
<tr>
<td>February 18, 2019</td>
<td>Submit Governing Board Agenda Item to Approve Adoption</td>
</tr>
<tr>
<td>February 26, 2019</td>
<td>Governing Board Approval of Adoption</td>
</tr>
<tr>
<td>March 2019</td>
<td>Plan for purchase and secure quotes from vendor(s)</td>
</tr>
<tr>
<td></td>
<td>Develop training plan (include both on and off contract options)</td>
</tr>
<tr>
<td></td>
<td>Recruit committee members for development of curriculum guides</td>
</tr>
<tr>
<td>April and May 2019</td>
<td>Requisitions and purchase orders</td>
</tr>
<tr>
<td>Spring and Summer 2019</td>
<td>Receipt and delivery of materials to school sites/teachers</td>
</tr>
<tr>
<td>April - June 4, 2019</td>
<td>Curriculum Guide committee work including training for committee members</td>
</tr>
<tr>
<td>May, June, July 2019</td>
<td>Implement initial training opportunities including new teachers</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Embedded ongoing training</td>
</tr>
</tbody>
</table>
Appendix I – Standards/Resource Implementation Support Plan

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
Appendix J – Implementation Walkthroughs Framework

**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 of 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 regards to 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.

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

Kyrene Curriculum Management Plan
DRAFT Updated September 2018
Appendix K - Example Curriculum Council Meeting Schedule and Review Timelines

2018-2019 Meetings Mondays 4:00 – 5:30 PM
- July 16, 2018
- August 13, 2018
- September 10, 2018
- October 1, 2018
- October 29, 2018
- November 19, 2018
- January 14, 2019
- February 11, 2019
- March 25, 2019
- April 15, 2019
- May 13, 2019
- June 10, 2019
- July 15, 2019

2018-2019 Review Matrix

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Trade books</th>
<th>Software</th>
<th>Supplemental</th>
<th>Course</th>
<th>Pilot</th>
<th>Core Resource Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 18</td>
<td></td>
<td>X (due Dec 15)</td>
<td></td>
<td></td>
<td>X</td>
<td>As needed</td>
</tr>
<tr>
<td>Feb 8</td>
<td></td>
<td>X (due Jan 15)</td>
<td></td>
<td></td>
<td>X</td>
<td>As needed</td>
</tr>
<tr>
<td>March 8</td>
<td></td>
<td>X (due Feb 15)</td>
<td></td>
<td></td>
<td>X</td>
<td>As needed</td>
</tr>
<tr>
<td>Apr 12</td>
<td></td>
<td>X (due March 15)</td>
<td></td>
<td></td>
<td>X</td>
<td>As needed</td>
</tr>
<tr>
<td>May 10</td>
<td>X (due Feb 15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Projection</td>
</tr>
<tr>
<td>July 16</td>
<td>X (due June 15)</td>
<td></td>
<td>X (due Feb 15)</td>
<td></td>
<td>X</td>
<td>As needed</td>
</tr>
<tr>
<td>August 13</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>As needed</td>
</tr>
<tr>
<td>September 10</td>
<td>X (due June 15)</td>
<td></td>
<td>X (due Aug 15)</td>
<td></td>
<td>X</td>
<td>As needed</td>
</tr>
<tr>
<td>October 1</td>
<td>X (due Sept 15)</td>
<td></td>
<td>X (due Sept 15)</td>
<td>n/a</td>
<td></td>
<td>As needed</td>
</tr>
<tr>
<td>October 29</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>As needed</td>
</tr>
<tr>
<td>November 19</td>
<td></td>
<td>X (due Oct 15)</td>
<td></td>
<td></td>
<td>X</td>
<td>As needed</td>
</tr>
<tr>
<td>January 14</td>
<td></td>
<td>X (due Dec 15)</td>
<td></td>
<td></td>
<td>X</td>
<td>As needed</td>
</tr>
<tr>
<td>February 11</td>
<td></td>
<td>X (due Jan 15)</td>
<td></td>
<td></td>
<td>X</td>
<td>As needed</td>
</tr>
<tr>
<td>March 25</td>
<td>X (due Dec 15)</td>
<td></td>
<td>X (due Feb 15)</td>
<td></td>
<td>X</td>
<td>As needed</td>
</tr>
<tr>
<td>April 15</td>
<td></td>
<td>X (due March 15)</td>
<td></td>
<td></td>
<td>X</td>
<td>As needed</td>
</tr>
<tr>
<td>May 13</td>
<td></td>
<td></td>
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<td>X</td>
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<td>As needed</td>
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<tr>
<td>June 10</td>
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<td>X (due May 15)</td>
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<tr>
<td>July 15</td>
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<td>X (due June 15)</td>
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<td>As needed</td>
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</tbody>
</table>

*response will be sent by the end of the month when the proposal is heard

Proposal Due Dates

_Pilot proposals (Monthly)_
- 15th of each month

_Trade books (2 cycles per year)_
- February 15, August 15

_Software (4 cycles per year)_
- December 15, February 15, June 15, Sept 15

_Other Supplemental Resources (5 cycles per year)_
- January 15, March 15, June 15, August 15, October 15

_Course Proposals (1 cycle per year)_
- September 15