

Jordan-Elbridge CSD



Curriculum Management Plan

Last updated 8.18

MISSION

To cultivate the best in personal growth and achievement

VISION

Providing the best in educational opportunities by...

- Sustaining a culture that supports the intellectual and developmental needs of all
- Being committed to excellence in education and exceeding expectations
- Building a safe, dynamic learning environment where all are valued and respected
- Expanding our home-school-community partnerships
- Operating in a fiscally responsible manner

VALUES

JE Eagles are...

Just and caring

Excellent in all that they do

Ethical in their behaviors

Accepting of all

Global thinkers

Learners first

Examiners of why and how

Selfless

Executive Summary

- The development, alignment, revision and evaluation of curriculum is a continuous process. For each grade level subject or course, a guaranteed and viable curriculum (GVC) has been identified and recorded. And it is this articulation of what a student must know and be able to do in order to meet with success that affords the given teacher the clarity required to be highly effective.

Philosophy

- The District embraces the tenets of professional learning communities (PLCs). Specifically, the District believes that all students can learn at a high level; thus, all learners must have equal access to a rigorous curriculum in order to be career and college ready.

Management Platform

- Mastery Connect serves as one of the District's online platforms and it is the site where the faculty creates, revises and updates the District's curriculum.

Construct

- Teachers use the mapping feature of Mastery Connect to enter their curriculum.
- Required elements include:
 - A curriculum summary note to include:
 - ✓ A pacing chart
 - ✓ A testing calendar
 - A description of each unit to include:
 - ✓ An identification of the target standards from the GVC
 - ✓ An identification of the target tier 2 and tier 3 vocabulary words
 - ✓ A copy of the formative assessments
 - ✓ A copy of the student materials

Access

- All curriculum maps are electronically accessible to the faculty and administration.
- All curriculum maps are the intellectual property of the District.

Evaluation Cycle

- During the 2016-2017 school year, the faculty received training in the different applications of Mastery Connect.
- During the 2017-2018 school year, each faculty member was charged with entering the curriculum for the subject or course he/she taught by June 25.
- Beginning in the 2018-2019 school year, a review cycle will be implemented as follows:

Subject Area		2018-2019	2019-2020	2020-2021
Prekindergarten-12 ELA		R	I	M
Prekindergarten-12 Math		R	I	M
Prekindergarten-12 Science		M	R	I
Prekindergarten-12 Social Studies		M	R	I
Prekindergarten-12 Non-Cores		M	M	R
KEY				
R	Review and Revise	Assistant Superintendent will collaborate with the elementary grade levels and secondary departments to analyze achievement data, review curriculum content, review GVC, review state standards, and make revisions as needed		
I	Implement	Assistant Superintendent will collaborate with the elementary grade levels and secondary departments to support their implementation of the revisions		
M	Monitor	Assistant Superintendent will collaborate with the elementary grade levels and secondary departments to monitor delivery of curriculum and its impact on teaching and learning.		

- Throughout the phases of the review cycle, the faculty will be encouraged to benchmark their efforts against a modified form of Heidi Hayes Jacob's curriculum mapping rubric (see below).

	1	2	3	4
Alignment to State Standards	The map appears as a listing of topics with little attention to sequence, learning progressions or instructional coherence.	The map is partially aligned to NYS standards but the choice in text selections and choice in content and skill emphasis is disconnected	The map demonstrates alignment with NYS standards through the assessments with some connections to the choice in text selections and the choice in content and skill emphasis	The map is aligned to NYS standards through the assessments and through the choice in text selections and the choice in content and skill emphasis
Presence of Developmentally Appropriate Practices (DAPS) and Progression	There is no developmental progression built into the map.	DAPS are limited as indicated in the learning activities and do not build in complexity, nor increase in cognitive demand over time	Some DAPS are indicated in the learning activities but they inconsistently build in complexity and cognitive demand	DAPS are clearly articulated to demonstrate how learning activities build in complexity and cognitive demand over time
Construct	The curriculum map has no horizontal coherence and no vertical alignment	The curriculum map has little horizontal coherence and little vertical alignment	The curriculum map has some horizontal coherence and some vertical alignment	The curriculum map has horizontal coherence and vertical alignment