

Curriculum Management Plan

Philosophy

As Rogers Public Schools embarked on its journey from “good to great to extraordinary” a theory of action evolved. That theory states that a well-defined curriculum delivered with best instructional practices supported by targeted professional development will lead to high student achievement. The purpose of the Curriculum Management Plan is to turn that theory into action.

Curriculum represents the knowledge, skills and content necessary for Rogers Public Schools to attain its goal to have all students prepared for post secondary education and/or the world of work. To meet that goal it is the responsibility of the organization to ensure that every student has access to the curriculum. Rogers Public Schools expects curriculum will be delivered consistently in each content area at each grade level. Outstanding student achievement mandates the development of a rigorous curriculum that incorporates high expectations for all students. It is the responsibility of all administrators to execute the curriculum management plan according to board policies and to provide the staff with the professional development necessary to achieve the district’s mission and goals.

Policy Foundations

The Curriculum Management Plan is rooted in board policies. These policies are the basis for management and control of the curriculum in Rogers Public Schools. Board policies shall be used to guide decision-making. Elements of the Curriculum Management Plan are imbedded in several of these policies addressing the essential components necessary for the governance and the administration of our curriculum. Relevant policies are included in the appendix of this document.

Elements of the Curriculum Management Plan

The Curriculum Management Plan represents the organizational commitment to the district mission and goals as adopted by the Rogers Board of Education. Curriculum is **not** a static, permanent set of content knowledge but is always evolving and subject to external pressures such as state standards, technology, and societal expectations. Therefore, the Curriculum Management plan must be flexible and regularly reviewed in order to remain relevant and viable. The development and enhancement of curriculum will require support and coordination with the district’s professional development plan to ensure that personnel have the skills and knowledge necessary to fulfill their responsibilities in the implementation and development of curriculum. Curriculum Management Plan encompasses the components of the district’s theory of action. These components are the responsibilities of the Superintendent and Deputy Superintendent as described in their respective job descriptions

Superintendent

- Acts as the agent of the Board of Education, and is responsible for implementing the policies of the Board.
- Manages a staff of administrators including the Assistant Superintendents, Directors, and Principals and oversees the evaluation of performance.

- Ensures the communication and interpretation of Board decisions and requests to staff.
- Provides goal setting and problem solving to staff
- Recommends policy and program decisions to the Board.
- Administers the schools in conformity with the adopted policies of the Board and rules and regulations of the Arkansas Department of Education and in accordance with state and federal law; develops administrative rules and procedures to implement Board policy.
- Oversees the instructional program

Deputy Superintendent

- Coordinates and monitors the district strategic plan.
- Coordinates and monitors the entire K-12 curriculum, working with the appropriate assistant superintendents and/or directors.
- Coordinates and monitors the school improvement process, including individual school improvement plans
- Assists the superintendent with the supervision and evaluation of the assistant superintendents for curriculum and instruction, directors, and other positions, as needed.

The Written Curriculum – *A well-defined curriculum*

Quality Control

- Content area curriculum guides will be developed for each subject area and at each grade level. These guides should be derived from the national and state standards and reflect the district philosophy and policies. The expectation is that all curriculums will be written and will undergo review on a regular basis. To ensure quality control, the following standards shall apply
- Shall comply with board adopted policies
- Shall be written in a well-articulated manner that is translatable to all staff
- Shall include the following elements *Objectives, Task Analysis, Essential Vocabulary, suggested Resources and Materials, Pacing, Essential Learning expectations, Assessments and Instructional Strategies*
- Shall be in a consistent precise written format that clearly defines learning expectations for each content area and at each grade level
- Shall progressively sequenced in a logical and developmentally appropriate to produce a seamless continuum of learning expectations
- Shall focus on a reasonable number of objectives, expectations and standards
- Shall be derived from and reflect state adopted curriculum and national standards
- Shall include a cycle for periodic review
- Shall serve as the criteria for the selection of all instructional material

- **Person(s) Responsible**

Assistant Superintendent and Executive Director

- Provides leadership in planning and conducting curriculum studies including special programs for new courses, funding, staffing requirements, and curriculum impact
- Participates in the selection of textbooks and provides guidance concerning textbook and other instructional material usage.

- Oversees the development and implementation of instructional programs.
- Keeps staff informed of the latest trends in educational research and the application of new technology in curriculum and instruction.
- Oversees the development of curriculum for all academic areas.
- Assists in oversight of the professional development activities as they relate to district and state initiatives in curriculum and instruction.
- Supervises principals and teachers to assist in the improvement of instruction.
- Assists with planning and conducting meetings with principals and/or teachers concerning curriculum and instruction.

- **Principals**

- Establishes priorities for educational materials to meet the needs of students and teachers with allowable anticipated funds.
- Works with Central Office personnel to coordinate processes for the effective functioning of the school.
- Stays current on legal/financial developments, educational legislative reforms, trends, and effective instructional practices.
- Analyzes student achievement data and works with staff to make adjustments in curriculum and instruction.
- Communicates regularly with various internal and external publics to develop and maintain a positive school/community relationship.
- Works collaboratively with district administration to implement district initiatives.
- Ensures the implementation of the district curriculum

Academic Facilitators

- Assists teachers with effective instructional planning and lesson design that aligns with district curriculum and state content standards
- Supports implementation of the Arkansas State Frameworks through technical coaching support and organized professional learning opportunities
- Works closely with building leadership team to coordinate curriculum
- Stays current with and disseminates information about professional literature and the latest research on best practices, instructional strategies, and curriculum materials

Assistant Principals

- Serves as test coordinator, as assigned.
- Serves as textbook coordinator, as assigned.
- Monitors student attendance and reporting to parents, as assigned.
- Administers a program of student discipline and interacts with students to encourage positive performance.
- Serves as administrative head of the school in the absence of the principal.
- Communicates regularly with various internal and external publics to develop and maintain a positive school/community relationship.

Directors

- Evaluates the curriculum and procedures relevant to their department and makes modifications as necessary to ensure student achievement.
- Consults with staff, parents and outside agencies regarding Special Education students and programs offered. Responds to parents regarding the evaluation and placement of their children. Discusses Special Education programs, personnel and students with building/district administrators.
- Assists in recruitment, selection, and recommendation for hiring of Special Education personnel.
- Develops and maintains complete and cumulative individual records of all children receiving special services or enrolled in special classes.
- Assists in the adaptation of the curriculum to meet the needs of students in their program
- Plans staff professional development activities.
- Consults with teachers to determine instructional materials and supplies needed for the program
- Assists principals with the professional development and evaluation of building-level instruction.
- Director of Early Childhood Education
- Analyzes and oversee the selection of curriculum materials.
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Curriculum Specialists

- Coordinates district efforts in analyzing, developing and aligning curriculum, instruction and assessment.
- Works cooperatively with all district staff to coordinate a seamless K-12 curriculum.
- Assists in the selection of instructional materials.
- Studies recent curriculum trends and disseminates information.
- Assists assistant superintendent and principals in coordinating the role and responsibility of academic coaches, and chairs academic coaches' meetings.

Department Chairs

- Provides leadership and facilitates the oversight of curriculum alignment for each curricular offering taught within the department.
- Supports district curriculum initiatives.
- Supports curriculum specialist in the articulation of curriculum K-12.
- Orients new teachers in their curricular area to the department.
- Works with the principal to insure that materials and textbooks are available.
- Assists assistant principal with year-end textbook inventories, and indicates any special needs for materials and textbooks for the coming year
- Serves or recommends representatives to serve on textbook selections committees

Teachers

- Is available to students and parents for education-related purposes during the instructional day and extended hours when necessary

- Collaborates with other members of the staff in planning instructional goals, objectives, and methods; assists in the selection of books, equipment, and other instructional materials

Taught Curriculum - *delivered with best instructional practices*

Quality Control

- All staff have the responsibility to teach the written curriculum. The delivery of the curriculum shall be a systemic process based on sound researched-based effective instructional principles. The taught curriculum shall provide appropriate strategies to meet the learning expectations of all students including the remediation and enrichment of the written curriculum. Staff shall employ the instructional strategies that best match the written curriculum for each objective

- **Person(s) Responsible**

- **Assistant Superintendent and Executive Director**

- Supervises principals and teachers to assist in the improvement of instruction

- **Principal**

- Monitors and supports instructional practices to improve student achievement
- Ensures the optimum use of the instructional time and resources

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- **Academic Facilitators**

- Provides intensive technical coaching to improve instruction of classroom teachers and support staff
- Collaborates with teachers to self-assess and identify a focus of professional growth in instruction
- Offers demonstration lessons, planning, and co-teaching with teachers to develop quality teaching and instructional practice
- Demonstrates the effective instructional practices to aid the implementation of the district curriculum
- Supports use of instructional strategies and principles in all content areas
- Observes classroom lessons and provides focused feedback to teachers regarding effective instructional strategies and student engagement

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- **Curriculum Specialists**

- Assists teachers, department chairs, and principals through demonstration lessons and classroom walk-throughs

- **Directors**

- Assists principals with the professional development and evaluation of building-level instruction

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Director of Special Education

- Consults with teachers to determine instructional materials and supplies needed for the program and implements procedures for purchasing Special Education equipment and supplies.
- Director of Gifted and Talented
- Works with other staff to teach new gifted strategies.
- Plans and models instruction with a designed, differentiated curriculum to meet the needs of students.

- **Teachers**
 - Develops lesson plans and instructional materials and provides individualized and small group instruction to adapt and differentiate the curriculum to the needs of each pupil.
 - Translates lesson plans into developmentally appropriate learning experiences.
- Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
- Identifies pupil needs, makes appropriate referrals, and develops strategies to support students with individual education plans.
- Makes modifications for G/T, ELL, LD, physically impaired, at-risk, and other needs of individual students, including their learning styles.

- **Professional Development –*supported through targeted professional development***
 - To improve student achievement there must be a comprehensive plan for effective professional development. The ability to implement the Curriculum Management Plan is predicated on skills of the organization’s personnel. The professional development plan shall establish short and long-term priorities for training experiences. Effective professional development is a change process. The first step is the training. Training should be delivered using adult learning strategies. The second step should be implementation. The third step shall be the evaluation of the first twosteps; the adequacy of the training, the extent to which the training has been implemented, and the ultimate impact on student achievement. It shall be the obligation of the district to invest the resources and time necessary to maximize the capacity of the staff to implement the curriculum management plan.

 - Persons Responsible
 - Superintendent
 - Over sees the professional development program to support curriculum and instruction

 - Deputy Superintendent
 - Coordinates and monitors the professional development program to support curriculum and instruction

- Assistant Superintendent /Executive Director
- Assists in the development of the district's professional development plan
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- **Director of Professional Development**
- Assists with coordinating and monitoring the professional development activities for the district.
- Ensures a professional development program that addresses curriculum needs.
- Assists with developing and monitoring a professional development budget.
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- Assists with grant writing for professional development activities.
- Director of Special Education
- Plans staff professional development activities.
- Assists principals with the professional development and evaluation of building-level Special Education staff.
- Director of Early Childhood Education
- Provides staff training and evaluates the performance of assigned staff.
- Director of Gifted and Talented
- Plans and coordinates professional development/training for GT staff.

- **Assessed Curriculum – *student achievement***
 - The purpose of the Curriculum Management Plan is to improve student achievement.. Evaluation of the plan will the extent to which students have acquired learning expectations outlined in the written curriculum. The curriculum evaluation(s), whether state assessments or teacher-made formative assessments should be aligned and representative of the written curriculum and shall be representative of the learning expectations so that informed decisions can be made about curriculum and instruction.

Person Responsible

Assistant Superintendent and Executive Director

- Assists in analyzing student achievement data to develop strategies for improving student achievement

Principals

- Supervises the building staff and programs to ensure increased student achievement.
- Analyzes student achievement data and works with staff to make adjustments in curriculum and instruction.

Academic Facilitators

- Provides support for the development and implementation of formative assessments
- Guides and supports teachers in the analysis of student work and assessment data
- Reviews data with leadership team to identify teacher and student needs

Curriculum Specialists

- Works with assistant superintendent, Director of Data Analysis and Accountability and principals to interpret and disseminate assessment data.

Department Chairs

- Using assessment data, works with principal, curriculum specialist and assistant superintendent to revise and adjust curriculum as needed.
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Directors

- Monitors student progress for those students in their respective programs

Director of Special Education

- Evaluates the Special Education curriculum and procedures, and makes modifications as necessary to ensure student achievement.
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Director of Gifted and Talented

- Assesses accomplishments of students and the program.

Director of Professional Development and Testing

- Coordinates all formal efforts of the professional staff in district-wide and state testing.
- Assists with the sections of the budget that pertain to district-wide and state testing.
- Works with principals and teachers in coordinating continuity and articulation of the testing program throughout the district.
- Provides staff leadership to ensure understanding of and promotion of the testing program of the district.
- Assists with reviewing, evaluating, and reporting results of district-wide and state testing programs.

Director of Data and Accountability

- Accurately analyzes, interprets, and clearly communicates test results to state department of education officials, school personnel, parents, and students within specified deadlines.
- Provides educational workshops for teachers, administrators, parents, or other appropriate groups.
- Contributes to the writing of grant proposals, especially as related to evaluation of grant-funded programs.

- Works with curriculum, instruction, and assessment specialists in the development of tests and test items.
- Assists in evaluating district educational programs and projects.
- Assists in the management of district testing and assessment.
- Works collaboratively with the technology department to ensure accuracy of data.
- Assists district personnel in monitoring of data.
- Assists administrators or departments with statistical preparation and reporting of data.
- Coordinates the preparation of the annual district report card.
- Director of ESOL and Migrant Services
- Leads the planning, implementation, and evaluation of program services including data collection and data analysis.
- Director of Early Childhood Education
- Designs and implements procedures to evaluate instructional program effectiveness.

Teachers

- Evaluates pupils' academic growth through teacher-made tests, standardized tests, checklists, observations, demonstrations, and other performance assessments; keeps appropriate records and prepares progress reports.