

THREE (3) YEAR CURRICULUM AND INSTRUCTION PLAN

Basic assumptions:

1. Curricular priority areas will continue to be English Language Arts, Math, and Science for all levels, PK-12. All other content areas will address content standards within PLCs.
2. Curriculum reviews will be prioritized using the following considerations:
 - a. To follow Nebraska statute, e.g., NE Math standards will be revised in 2015 and must be adopted by our district within a year.
 - b. To make adjustments to the instructional program based on achievement data.
3. Curriculum reviews will include effective use of technology to increase student engagement and enhance instruction where appropriate.
4. Ongoing professional development will be an expectation for all staff members. Areas of focus will include the curriculum review process, assessment literacy, and highly effective instructional strategies aligned to the Marzano Instructional Framework.
5. Curriculum resources will be purchased according to the following guidelines:
 - a. Curriculum review, including prioritization of standards and review of student achievement data must occur prior to any materials review or purchase.
 - b. Requests for curriculum resources will be made to the Director of Elementary Education or Director of Secondary Education for approval.
 - c. In general, purchased curriculum resources will be expected to be in use for a minimum of five years. Resources that have been in place for seven years or longer must be reviewed for relevance.
 - d. Professional development will be planned for and provided to support the implementation of new resources.

Summer 2016	Summer 2017	Summer 2018
<ul style="list-style-type: none"> ● Update to strengthen prioritization documents, proficiency scales and common assessments for ELA at all levels Pre-K through 12, according to documentation made throughout the previous school year in Google. ● Create prioritization documents, proficiency scales and begin developing common assessments for Math at all levels Pre-K through 12, and documents will be stored in Google. ● Update to strengthen prioritization documents, proficiency scales and common assessments for other curricular areas K through 12, 	<ul style="list-style-type: none"> ● Update to strengthen prioritization documents, proficiency scales and common assessments for ELA & Math at all levels Pre-K through 12, according to documentation made throughout the previous school year in Google. ● Update prioritization documents, proficiency scales and begin developing common assessments for science at all levels K through 12, and documents will be stored in Google. ● Update to strengthen prioritization documents, proficiency scales and common assessments for other curricular areas K through 12, according to documentation made throughout the previous school year in Google. 	<ul style="list-style-type: none"> ● Update to strengthen prioritization documents, proficiency scales and common assessments for ELA, Math and Science at all levels Pre-K through 12, according to documentation made throughout the previous school year in Google. ● Review Reading Program guidelines and District Assessment guidelines updated and shared with principals and teachers.

according to documentation made throughout the previous school year in Google.

School Year 2016/17

Continuation of curriculum and assessment work (“work the process”) for all curriculum areas, with a focus on assessment and body of evidence.. PLC teams will make note of recommended changes in Google, to be addressed during summer curriculum review work.

Continued focus on effective classroom instruction through classroom observations and feedback, and instructional rounds.

Continued focus on incorporating effective literacy strategies in elementary and secondary classrooms.

Identify additional AP and dual credit offerings at high school.

Strengthen career pathways by encouraging student enrollment, identifying certification and/or dual credit opportunities for each pathway, and strengthening advisory groups for each pathway

Explore career pathways from high school to the elementary (e.g. STEAM, PLTW, etc.). Will need to identify funding sources and FTE needs to advance.

HS consistently monitors personal learning plans for all students to help guide course selection, through individual conversations with students and parents.

- Reading Program guidelines and District Assessment guidelines updated and shared with principals and teachers.

School Year 2017/18

Continuation of curriculum and assessment work (“work the process”) for all curriculum areas, with a focus on assessment and body of evidence.. PLC teams will make note of recommended changes in Google, to be addressed during summer curriculum review work.

Continued focus on effective classroom instruction through classroom observations and feedback, and instructional rounds.

Continued focus on incorporating effective literacy strategies in elementary and secondary classrooms.

Identify additional AP and dual credit offerings at high school.

Strengthen career pathways by encouraging student enrollment, identifying certification and/or dual credit opportunities for each pathway, and strengthening advisory groups for each pathway

Begin aligning career pathways from high school to the elementary (e.g. STEAM, PLTW, etc.). Will need to identify funding sources and FTE needs to advance.

HS consistently monitors personal learning plans for all students to help guide course selection, through

School Year 2018/19

Continuation of curriculum and assessment work (“work the process”) for all curriculum areas, with a focus on assessment and body of evidence.. PLC teams will make note of recommended changes in Google, to be addressed during summer curriculum review work.

Continued focus on effective classroom instruction through classroom observations and feedback, and instructional rounds.

Continued focus on incorporating effective literacy strategies in elementary and secondary classrooms.

Identify additional AP and dual credit offerings at high school.

Strengthen career pathways by encouraging student enrollment, identifying certification and/or dual credit opportunities for each pathway, and strengthening advisory groups for each pathway

Begin implementing career pathways from high school to the elementary (e.g. STEAM, PLTW, etc.). Will need to identify funding sources and FTE needs to advance.

Full implementation of STEAM courses to feed high school career pathways program.

HS consistently monitors personal learning plans for all students to help guide course selection, through

	<p>individual conversations with students and parents. PLPs begin to drive course offerings.</p>	<p>individual conversations with students and parents. PLPs drive course offerings.</p> <p>Strengthen and refine consistent, effective supports for early intervention and enrichment across all buildings and grade levels during the school day</p>
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