

**SOUTHERN BOONE COUNTY R-1
SCHOOL DISTRICT**

**CURRICULUM &
INSTRUCTIONAL
DEVELOPMENT
PLAN**



2020-2021

INTRODUCTION

Robert Marzano (2003), an educational researcher and popular presenter, focuses on common curriculum that is viable and guaranteed as the most important factor for effective schools. In our own district, the Southern Boone County R-I Schools are expecting greater consistency and continuity from teacher to teacher, from grade to grade and school to school. This is accomplished by a guaranteed and viable curriculum which is one of the first of Marzano's five school-level factors promoting student achievement. Marzano concludes that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Districts and schools must ensure the intended curriculum – written materials such as scope and sequence frameworks and curriculum guides – is implemented consistently by all teachers. In turn, the attained curriculum – what students actually learn – should align with the intended and implemented.

How can schools and districts ensure that this alignment occurs? Introducing his concept of a guaranteed and viable curriculum, Marzano states "Opportunity to learn (OTL) has the strongest relationship with students' achievement of all school-level factors" (2003, p.22). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards and ensures all teachers have adequate time to help students acquire and integrate required content. "If students do not have the opportunity to learn the content expected of them, there is little chance that they will" (2003, p. 24). Opportunity to learn involves commitments from schools and districts to ensure that the written, taught, and learned curricula are aligned.

Defining a Guaranteed Curriculum – Curriculum is guaranteed, according to Marzano's framework, if states and districts give clear guidance to teachers regarding the content to be addressed in specific courses and at specific grade levels. In addition, processes and personnel must be in place to ensure there is sustained monitoring of the curriculum and its implementation and individual teachers do not have the option to disregard or replace assigned content. Such quality control would ensure all students receive an effective education based on consensus-driven curriculum standards. The guaranteed curriculum is what we decide is imperative to teach – a curriculum that we communicate and assure to all groups.

Defining a Viable Curriculum –A viable curriculum, according to Marzano, is a curriculum we can realistically teach during the time we have available during the course of a school year. We need to focus on what is essential vs. supplemental to teach in a school year. We must organize and sequence our curriculum to enable effective student learning – that is to say, checking to make sure the essentials are being taught and avoiding interruptions during instructional time. The work on the guaranteed and viable curriculum is designed to focus on the standards that are most essential to spend time on and, while not eliminating other standards, to make it permissible to spend less (or no) time on them. The challenge will be to decide what is essential.

If schools are to successfully help students deal with complex, current and future problems, they must create new organizational processes to redesign and renew the curriculum. School structures should enable staff members to discuss, debate, and define programs in practice, revise the scope and sequence, use appropriate instructional methods, and generally redesign their curricular programs. A

process of curriculum renewal is easier to implement and to maintain if school staff are provided with concepts, materials and resources that promote its development. (ASCD, 1991)

INSTRUCTIONAL DEVELOPMENT AND REVIEW MODEL

The following Instructional Development and Review Model provides the opportunity for curriculum and program recommendations to proceed through a systematic process. Each step in the model provides for input from the widest possible number of different people or groups (teachers, students, parents, administrators, Board members, community members and others). It also ensures that those closest to the students are designing and implementing curriculum and instructional programs.

Examples of some of the areas to be addressed through the model are:

1. Horizontal coordination of teaching units at each grade level
2. Vertical coordination of subject matter from K-12
3. Internal and external alignment of curriculum
4. Program improvements and changes
5. Effective technology integration to enhance curriculum
6. Course deletions or additions
7. Curriculum revisions on content, learning targets, etc.
8. Textbook, technology and resource review
9. Student progress reporting
10. Graduation requirements
11. Promotion policies

TENTATIVE CURRICULUM DEVELOPMENT AND DEPLOYMENT CYCLE

Phase 1: A *Needs Assessment* is conducted in the content area and/or related courses to identify necessary curriculum revisions or enhancements based on changes in state standards, student needs or district strategic plans.

Phase 2: *Curriculum Writing* is conducted by a committee comprised of representative teachers and staff. Through the writing process, the team aligns assessments, instructional activities and scoring guides to the course on the Build Your Own Curriculum (BYOC) website.

Phase 3: A *Resource Selection* process is utilized if new materials are required, as determined by the needs assessment from Phase 1. (Resources may not change with each cycle.)

Phase 4: *Professional Development* is provided based on resource and curriculum implementation needs.

Phase 5: *Curriculum Deployment* involves monitoring the implementation of the curriculum guides and instructional support materials. Revisions are made as needed.

****It is important to note this is a tentative cycle and may be revised.**

Content Area	2020-21	2021-22	2022-23	2023-24	2024-25
Agriculture Education 9-12	2, 3, 4, 5	1, 2, 3, 4, 5	3, 4, 5	1	2
Art, K-5	1	2, 4	2, 3, 4, 5	3, 4, 5	5
Art, 6-8	1	2, 4	2, 3, 4, 5	3, 4, 5	5
Art, 9-12	1	2, 4	2, 3, 4, 5	3, 4, 5	5
Business 9-12	4, 5	1	2	2, 3, 4, 5	3, 4, 5
Communication Arts K-5	5	5	1	2, 4	2, 3, 4, 5
Communication Arts 6-8	1	2, 4	2, 3, 4, 5	3, 4, 5	5
Communication Arts 9-12	2, 4	2, 3, 4, 5	3, 4, 5	5	5
Counseling K-2	2	2, 3, 4, 5	5	5	5
Counseling 3-5	5	5	1	2, 4	2, 3, 4, 5
FACS 9-12	5	5	1	2,4	2, 3, 4, 5
Foreign Language 9-12	2, 3, 4, 5	2, 3, 4, 5	5	5	5
Gifted K-8	2	2, 3, 4, 5	3, 4, 5	5	5
Health and PE K-2	5	1, 2, 4	2, 3, 4, 5	3, 4, 5	5
Health and PE 3-5	5	1, 2, 4	2, 3, 4, 5	3, 4, 5	5
Health and PE 6-8	5	1, 2, 4	2, 3, 4, 5	3, 4, 5	5
Health and PE 9-12	5	1, 2, 4	2, 3, 4, 5	3, 4, 5	5
Project Lead the Way	1, 4	2, 4	2, 3, 4, 5	3, 4, 5	5
Mathematics K-2	1, 3, 4	2, 4	2, 4, 5	5	5
Mathematics 3-5	1, 3, 4	2, 4	2, 4, 5	5	5
Mathematics 6-8	1, 3, 4	2, 4	2, 4, 5	5	5
Mathematics 9-12	1, 2, 3, 4, 5	2, 3, 4, 5	5	5	1
Music K-2	1	2, 4	2, 3, 4, 5	3, 4, 5	5
Music 3-5	2, 4	2, 3, 4, 5	3, 4, 5	5	5
Music 6-8	2, 4	2, 3, 4, 5	3, 4, 5	5	5
Music 9-12	2, 4	2, 3, 4, 5	3, 4, 5	5	5
Science K-2	5	1	2, 4	3, 4, 5	5
Science 3-5	5	1	2, 4	3, 4, 5	5
Science 6-8	5	1	2, 4	3, 4, 5	5
Science 9-12	2, 3, 4, 5	5	5	1	2
Social Studies K-2	2, 3, 4, 5	3, 4, 5	5	5	1
Social Studies 3-5	2, 3, 4, 5	3, 4, 5	5	5	1
Social Studies 6-8	2, 3, 4, 5	3, 4, 5	5	5	1
Social Studies 9-12	2, 3, 4, 5	3, 4, 5	5	5	1

INSTRUCTIONAL DEVELOPMENT COMMITTEE

A. GOALS/OBJECTIVES

1. Direct and oversee the development, coordination, and implementation of a comprehensive, high-quality 21st Century curriculum and instruction program in the Southern Boone County R-1 School District
2. Act as a communication link among personnel involved
3. Facilitate the process of selecting and appointing staff members to curriculum and technology study committees
4. Facilitate implementation of proposed curriculum and technology changes
5. Develop and monitor a system of accountability to determine that certain concepts are being taught at designated grade levels and in content areas

B. DUTIES/RESPONSIBILITIES

1. Advise in the coordination and articulation of curriculum and technology planning in grades PreK-12
2. Assist in providing for continuous and systematic evaluation of district curriculum and technology
3. Encourage and seek out innovative and creative curriculum projects
4. Serve as an available clearing house for new instructional ideas
5. Assist in communication among staff members regarding curriculum, instruction and technology
6. Function as an advisory organization submitting approved recommendations to the Assistant Superintendent, Superintendent and Board of Education
7. Render suggestions to the Professional Development Committee regarding in-service programs and to assist in planning for in-service programs for staff when needed
8. To promote communications so all facets of the school system are aware of what others are doing or are looking forward to doing
9. Study/research comments and recommendations of various committees and/or groups
10. Coordinate findings of sub-committees, to make recommendations, and to ensure proposal's continued progress through the model
11. Evaluate existing programs and new programs and changes
12. Determine the model's effectiveness on a yearly basis and make recommendations for change
13. Assist in the filling of vacancies on the Instructional Development Committee
14. Develop a format for curriculum proposals to ensure adequate information is provided to facilitate the decision-making process

C. ORGANIZATION/REPRESENTATION



Southern Boone District Instructional Development Committee

2020-21

Name	Representative School	Years of Service on Committee
Jasmine Rustemeyer	Primary – Kindergarten	1
Erin Sappington	Primary – Grade 1	9
Emily Gentry	Primary – Grade 2	5
Cassandra Beaty	Elementary – Grade 4	2
Michelle Craig	Elementary – Interventionist	1
Lauren Huntebrinker	Elementary – Grade 3	1
Shyla Barnett	Middle School – Soc. Studies	1
Jamie Metcalf	Middle School – Science	7
Laura Gholson	Middle School – ELA	2
Travis Thornhill	High School – World Lang	6
Meridith Haley	High School – Counselor	2
Andrew Kendrick	High School – Math	5
Kim Taggart	Library Media Specialist – PR	9
Kaleigh Cerveney	Library Media Specialist – ES	1
Julie Chapman	Library Media Specialist – MS	4
Katie Dunne	Library Media Specialist - HS	4
Ashley Tanksley	Building Administration	3
Trevor Smithee	Quality Network Solutions	2
Mike Johnson	School Imp Coordinator	2
Karen Pfingsten (Vice Chairperson)	Educational Technology Specialist	8
Tim Roth (Chairperson)	Assistant Superintendent	6
Dawn Sapp	Board of Education Member	4
Tammy Bukowsky	Parent	5
Lori Condron	Parent	2

1. The committee will have teacher representation from all buildings, library media specialists, building administration, Board of Education and community.
2. When a committee member is unable to complete a term, another member shall be selected by building administration to complete the remaining term.
3. Annually a Chairperson and Vice Chairperson will be selected and assume the leadership roles of the Instructional Development Committee.
4. The Assistant Superintendent will be a permanent member of the Instructional Development Committee.
5. Subcommittees and Curriculum Review Teams will be organized as needed to research district curricular/technology needs or review draft curriculum.

D. PROCEDURAL GUIDELINES

Curriculum development and recommendations for program improvements will proceed through the following systematic process:

1. Curriculum Writers
Curriculum writers in subject areas targeted for review will be selected by building administration. Curriculum writers will meet during summer curriculum workshops and during the school year to work on curriculum writing, revisions and updates.
2. Instructional Development Committee
Drafts of curricula will be submitted to the Committee or designee for review. The Committee will review all curriculum and program proposals and make the decision to forward the proposal or seek further review or development. Recommendations for curriculum modifications during "off cycle" years should be submitted to the Committee prior to the November meeting.
3. Community Feedback
There will be opportunity prior to submission of curriculum or program improvement proposals to the Board of Education for community review and input.
4. Superintendent of Schools
All curriculum and program improvement proposals will be received by the Superintendent of Schools.
5. Board of Education
The Board of Education will receive a review of the curriculum or program proposals along with a complete report of all comments and recommendations of the various steps above. The Board, after a 30-day review period, may accept, reject, or return for further study any proposal presented.
6. Implementation
Implementation of approved curriculum will normally be the following school term. A resource selection process will be utilized if new materials are required, as determined by a needs assessment. (Resources may not change with each cycle.) Sufficient funding will be made available to assure the curriculum may be fully and appropriately implemented.

E. OFFICERS OF THE INSTRUCTIONAL DEVELOPMENT COMMITTEE

The leaders of the Instructional Development Committee shall include a chairperson, vice chairperson and secretary. Officers will be appointed at the September meeting.

F. OTHER PROCEDURES

1. The committee shall meet on a regular basis in the MS Annex at 3:45 p.m. A meeting schedule will be determined during the back to school meeting in September.
2. Every effort should be made for each building to have representation at all committee meetings. If none of the regular building representatives are able to attend from one building, it is their responsibility to find appropriate replacements to attend the committee meeting and contact the Assistant Superintendent.
3. Curriculum and technology reports and communications shall each be submitted to the chairperson no less than one week prior to the regularly scheduled meetings. Where applicable and practical, reports will be distributed to all committee members.
4. Suggestions for major curriculum revisions and system-wide curriculum studies from any members shall be forwarded to the committee in the form of an agenda item one week prior to the monthly meetings.
5. All reports of the committee activities to be used for public relations purposes will be routed through the Office of the Assistant Superintendent for approval.
6. All actions taken by the committee which affect the school system or curriculum/technology policies shall be submitted as recommendations to the Superintendent of Schools for consideration.
7. Should a member of the committee wish to resign, a "Request for Resignation" should be submitted in writing to the building/program administrator and the chairperson of the committee stating reasons for the resignation. The request will be acted upon at the next regularly scheduled curriculum meeting.
8. Prior to the beginning of each school year, notification will be sent to each building/program administrator explaining the purpose and procedures of the Instructional Development Committee along with a listing of the current membership and meeting dates for the year. If at this time, there is a vacancy on the committee, the appropriate administrator will be notified to select or appoint another member.
9. Any of the above procedures when deemed inefficient, inapplicable, or inoperable may be changed by a majority of the committee with the approval of the Superintendent or designee.

JOB DESCRIPTION
Chairperson

Reports to: Membership of the committee and Superintendent or designee

Job Description:

1. The Chairperson is responsible for working collaboratively with committee members to plan meetings of the Instructional Development Committee.
2. The Chairperson is responsible for coordinating, directing and overseeing all activities of the committee.
3. The Chairperson is responsible for seeing that the purposes of the committee are carried out.

Job Responsibilities:

1. Call and chair all meetings of the committee.
2. Assist the Assistant Superintendent, Building Principals, and Program Directors in assigning members to the committee.
3. Work with the Assistant Superintendent or designee in seeing that committee members receive agendas and other pertinent information in sufficient time to study and comment prior to scheduled meetings.
4. Communicate purposes and activities of the committee to district staff, patrons, and Board of Education.

JOB DESCRIPTION
Vice Chairperson

Reports to: Committee Chairperson

Job Responsibilities:

1. The Committee Vice Chairperson is responsible for working with the Chairperson in planning meetings of the Committee.
2. The Vice Chairperson will be responsible for conducting committee meetings in the absence of the Chairperson.
3. The Vice Chairperson will work collaboratively with committee members to plan meetings of the Instructional Development Committee.

JOB DESCRIPTION
Secretary

Reports to: Committee Chairperson

Job Responsibilities:

1. The Secretary is responsible for working with the Chairperson in planning meetings of the committee.
2. The Secretary is responsible for taking notes of meetings and submitting them to the Chairperson for approval and dissemination.

JOB DESCRIPTION
Curriculum Writers

A. PURPOSE

Research and develop curriculum for the district relative to their subject areas.

B. GOALS/OBJECTIVES

1. Define curriculum to be taught at each grade level relative to their subject area with consultation and input from grade-level and subject area groups.
2. To continuously evaluate programs and curricular offerings in the area of responsibility and make recommendations for change/improvement.
3. To coordinate horizontal and vertical instruction in the area of responsibility.

C. DUTIES/RESPONSIBILITIES

1. To establish the curriculum for the various courses in the discipline.
2. Review and evaluate materials, old and new, relative to their subject areas and to recommend the adoption of new instructional materials, as required.
3. Organize and align curriculum in their subject areas; internally, externally and vertically.
4. To continually review and evaluate the existing programs and to recommend any changes for improving the curricular program as well as recommend course deletions and additions as appropriate.
5. Identify general and specific instructional objectives for their curricular area and produce these objectives in written form.
6. To keep up-to-date on current issues, research new instructional trends and materials in the field.
7. Complete tasks as assigned by the committee and submit a final, written document to the committee and/or Assistant Superintendent.
8. To ensure the curriculum is appropriately communicated and distributed to staff and district stake holders.
9. Individual grade level curriculum members are solely responsible for entering approved changes into the electronic curriculum software.

D. ORGANIZATION/REPRESENTATION

1. The building/program administrators will assign teachers to committees. Unless already determined by area of teaching, the teacher may express a preference.

2. Writers will meet as often as necessary to complete their assigned tasks. Paid summer curriculum workshops and limited release time will be provided for writers working on curriculum development.
3. The term of service for the curriculum writers will be indefinite.
4. One teacher from each grade level, K-8 will be represented as a curriculum writer. As a general rule, all high school subject area teachers will be represented as a curriculum writer, or at least representation for each course being taught.
5. Administrative/supervisory personnel will be represented to help guide the curriculum development process.
6. Educational Technology Specialists and Library Media Specialists will be available to help curriculum writers with the infusion of technology, library and research skills into the curriculum.