

**Oak Park School District
Five -Year Curriculum Plan
2014-2019**

Table of Contents

I.	Vision & Mission.....	Page 3
II.	Goal, Scope & Sequence, and Background	Page 3
III.	Curriculum Plan Development Process & Timeline	Page 4
IV.	Committees Involved in the Development of the Five Year Curriculum Plan.....	Page 5
V.	Curriculum Plan Highlights, Needs, & Key Questions	Page 9
VI.	The Transition to Common Core State Standards	Page 10
VII.	English Language Arts: Common Core State Standards & Expectations	Page 10
VIII.	Mathematics: Common Core State Standards & Practices	Page 13
IX.	Science: Next Generation Framework, Standards, & Practices.....	Page 14
X.	Social Studies: College, Career, & Civic Life Framework, and Learning Dimensions	Page 14
XI.	Five Year Curriculum Plan Goals for Teaching & Learning (2014 - 2019)	Page 16
XII.	Five Year Curriculum Plan Goal Areas & Action Plan (2014 - 2019)	Page 18
	A. Collaboration	
	B. Response to Intervention	
	C. English Language Arts	
	D. Mathematics	
	E. Science	
	F. Social Studies	
XIII.	Annual Evaluation Process	Page 31
XIV.	Commonly Used Acronyms - Glossary of Terms.....	Page 31
XV.	Resources and Websites.....	Page 34

I. Vision & Mission

Our Vision

The Oak Park School District, in partnership with all stakeholders, will educate today's students for tomorrow's world.

Our Mission

The mission of Oak Park School District is to provide quality education in which we respect students' individual and cultural differences, educate all students to meet or exceed the district's academic standards, and ensure that they possess the life skills necessary to become lifelong learners and productive citizens.

II. Goal, Scope & Sequence, and Background

District Goal: Develop a new five-year Curriculum Plan (2014 - 2019) as a framework for implementation of the Common Core Standards and 21st Century learning skills.

Scope & Sequence: Developed by educators serving on the 2013 - 2014 Curriculum Council and the Technology Advisory Committee (TAC) with input from district stakeholders.

Background: In the fall of 2013, the Oak Park School District established a Curriculum Council comprised of K-12 Instructional staff across core and non-core content areas. These educators meet monthly to provide leadership in the area of curriculum, instruction, and assessment. In addition, the Oak Park School District established the Administrative Curriculum Team (ACT) composed of school administrators, a data specialist, and central office administration. The ACT team has identified four areas of concentration to increase student achievement within the Oak Park School District during the duration of this plan. Therefore, systemic processes and structures will be developed in each school to increase the level of teacher collaboration, implement the components of the instructional learning cycle, properly utilize Data Teams processes to enhance student learning, and differentiate instructional learning strategies to meet the needs of all students. Inherent in the four aforementioned areas of concentration, the Oak Park School District will utilize the Inquiry Learning Cycle as a corollary strategy to sustain these processes. District goals that included the development of a new five year Curriculum Plan (2014 - 2019) as a framework for implementation of the Common Core Standards and 21s Century learning skills that would address the following:

- Curriculum, Assessment, Professional Development
- Identify goals for each year of the plan for Core Subject Areas: English Language Arts; Mathematics; Science; Social Studies
- Identify specific goals for improving achievement in Science that aligns with the Next Generation Standards.
- Align Curriculum Plan goals with Technology Plan goals.

III. Curriculum Plan Development Process & Timeline

Curriculum Plan Development Process

Through the development and implementation of the Curriculum Council, instructional staff and administration identified a need to articulate a five year Curriculum Plan outlining the following areas: instructional best practices utilized in Oak Park Schools, area of concentration for professional development over the next three years, scope and sequence of the curriculum, identification of anchor standards derived from the Common Core, Next Generation Science Practices, and the National Curriculum Practices for Social Studies. The five year Curriculum Plan will support full implementation of the Common Core State Standards in preparation for the state summative assessments. The District Administrative Curriculum Team, Curriculum Council members, with input from teachers on the Technology Advisory Committee have participated in the development of the 2014-2019 Curriculum Plan.

Timeline for Development

April 4, 2014:	Initial development of New Curriculum Plan
April 7, 2014:	Continuation of developing the outline for the components of the New Curriculum Plan
April 28 – April 30, 2014:	Composition of New Curriculum Plan Draft
May 21, 2014:	Core Curriculum Council provides feedback and further input on Curriculum Plan
May 22, 2014:	Non-Core Curriculum Council provides feedback and further input on Curriculum Plan
May 28, 2014:	ACT Team Members provided feedback and further input on Curriculum Plan
June 2, 2014:	Administrative Staff Seek Teacher Feedback from Sites
June 3, 2014:	ACT Team Members meet to Analyze SIP's & DIP strategies and activities to be included in the New Curriculum Plan
July 15, 2014:	Tentative Final Draft will be shared with the Oak Park Schools Superintendent
July 17, 2014:	Final Draft Completed
July 28- July 29, 2014:	Board Retreat – Present Oak Park Schools Five Year Curriculum Plan to Board of Trustees

IV. Committees Involved in the Development of the OPSD Curriculum Plan

Oak Park Schools Committee Involvement in the 5 Year Curriculum Plan				
School/ District	ACT	TAC	Core Curriculum Council	Non-Core Curriculum Council
Francis Scott Key Elementary School	Ms. Brenda Snow - Principal	Mr. Michael Daniels – Technology Teacher	Ms. Gerisha Toler – Title 1 Teacher (Science) Ms. Bleakly – Kindergarten Teacher (Math) Ms. Lori Stofflett – Special Education Teacher (English Language Arts) Ms. LaTonya Thomas – 4 th Grade Teacher (Social Studies)	Ms. Eileen Bigham – Art Teacher
Dr. James N. Pepper	Mr. Emmanuel Haley - Principal	Ms. Sandi Duschinsky – Kindergarten Teacher	Ms. Mary Walker - 5 th Grade Teacher (Science) Ms. Renea Dallo – Title 1 Teacher (English Language Arts) Ms. Michelle Katz – 2 nd Grade Teacher (Social Studies)	Mr. Michael Daniels – Technology Teacher (Elementary Level)
Albert Einstein Elementary	Dr. Joann Wright - Principal	Mr. Paul Giroux – 5 th Grade Teacher	Ms. Katie McCall – 1 st Grade Teacher (Science) Ms. Topper – Special Education Teacher (Math) Mr. Robert Graham – Title 1 Teacher (English Language Arts)	Mr. George Geoff – World Language Teacher (Elementary Level)

OPSD Five Year Curriculum Plan 2014-2019

			Ms. Sandy Heller – 6 th Grade Teacher (Social Studies)	
Oak Park Preparatory Academy	Ms. Angela Thomas - Principal	Ms. Yvonne Taylor-Green – Title 1 Teacher Ms. Deanna Beatty – 7 th Grade Math Teacher Ms. Rebecca Simon – Special Education Teacher Mr. Tom Lurie – Technology Teacher	Ms. Yolande Alexander – 8 th Grade Teacher (Science Team Leader) Ms. Yvonne Taylor-Green – Title 1 Teacher (Math) Ms. Cyrisse Allen – 8 th Grade Math Teacher (Math Team Leader) Ms. Debra Kallabat – 7 th Grade Teacher (English Language Arts) Ms. Rebecca Simon – Special Education Teacher (English Language Arts) Mr. Doug Eiland – 8 th Grade Teacher (Social Studies Team Leader)	Mr. Al Kattola – Physical Education Teacher Mr. Drew Watson – Health Education Teacher Mr. Tom Lurie – Technology Teacher Ms. Demitria Washington – Vocal Music Teacher Ms. Catherine Kaczmar – Art Teacher Mr. Alvin Level – Instrumental Music Teacher
Oak Park Freshman Institute	Ms. Pam Vermiglio – Principal		Ms. Denise Holiday – Science Lead Teacher Ms. Nicole Cano-Michael – 9 th Grade Teacher (Science) Ms. Erica McBurrows – Math Lead Teacher Ms. Ann Rzepka – English Language Arts Lead Teacher Ms. Keisha Wilson – Social Studies Lead Teacher	Dr. Dawn Reeves – Physical Education Teacher Ms. Anna Winarski - Kuzdak – Health Teacher Ms. Nubia Peleaz – World Language
NOVA	Mr. Derek		Ms. Nina Burton – Social Studies Teacher	

OPSD Five Year Curriculum Plan 2014-2019

Discipline Academy	Faulk - Principal			
Oak Park High School	<p>Mr. Kwame Stephens – Principal</p> <p>Ms. Charity Jones – Asst. Principal</p> <p>Dr. Gregory Church – Asst. Principal</p> <p>Mr. Steven Snead – Data Specialist</p>	<p>Ms. Charity Jones – Asst. Principal</p> <p>Mr. Steven Snead – Data Specialist</p>	<p>Ms. Kristina McCullum Science Curriculum Coordinator</p> <p>Ms. Carissa Peterson – English Language Arts Curriculum Coordinator</p> <p>Ms. Andrea Polly – Special Education Teacher (English Language Arts)</p> <p>Ms. Tannille Winston – Social Studies Curriculum Coordinators</p>	<p>Ms. Sandra Guzman – Curriculum Coordinator: World Language</p> <p>Mr. Donald Didlake – Physical Education Teacher</p> <p>Ms. Linda Sparks – Career Education/Technology</p> <p>Mr. Michael Zaporski – Vocal & Instrumental Music Teacher</p> <p>Ms. Tammy Boelema - Art Teacher</p> <p>Ms. Juliette Delabbio – Abbott – Art Teacher</p>
Oak Park Alternative Education Center	<p>Mr. Amire Congress - Principal</p>		<p>Ms. Felicia Murphy – Math Teacher</p> <p>Maria Burnett – English Language Arts Teacher</p>	
District	<p>Dr. Daveda J. Colbert – Superintendent</p> <p>Mr. Stan Trompeter – Executive Director of</p>	<p>Dr. Daveda J. Colbert – Superintendent</p> <p>Mr. Stan Trompeter – Executive Director of Curriculum & Title Programs</p>	<p>Dr. Daveda J. Colbert – Superintendent</p> <p>Mr. Stan Trompeter – Executive Director of Curriculum & Title Programs</p> <p>Ms. Akeya Murphy – District Administrator/Instructional Coach</p>	<p>Dr. Daveda J. Colbert – Superintendent</p> <p>Mr. Stan Trompeter – Executive Director of Curriculum & Title Programs</p> <p>Ms. Akeya Murphy – District</p>

	<p>Curriculum & Title Programs</p> <p>Ms. Akeya Murphy – District Administrator/Instructional Coach</p> <p>Mr. Derrick Kellam - District Administrator/Instructional Coach</p>	<p>Mr. Jim Nye – Technology Manager</p> <p>Ms. Lorna Wilson – Coordinator to the Superintendent & Executive Director of Curriculum & Title Programs</p> <p>Ms. Delores Love – Computer Technician</p> <p>Mr. Tommy Burton – Infrastructure Technician</p> <p>Mr. Zack Kilgore - Infrastructure Technician</p>	<p>Mr. Derrick Kellam - District Administrator/Instructional Coach</p>	<p>Administrator/Instructional Coach</p> <p>Mr. Derrick Kellam - District Administrator/Instructional Coach</p>
--	--	---	--	---

V. Curriculum Plan Highlights, Needs, and Key Questions

Highlights Identified from Analysis of Oak Park School District's Student Performance Data

- Growth is evident for the most part from year to year in the areas of Math and English Language Arts
- Implementation of the Reading & Writing Workshop with fidelity district-wide
- Long Range Planning is being initiated to analyze student data and set goals utilizing the Data Teams process
- Teachers are benefiting from the support of Instructional Coaches, Oakland Schools Consultants, and job-embedded professional development

Initial Areas Identified for inclusion in New Curriculum Plan

- The Common Core State Standards for promoting Literacy to be reflected across all content subjects (i.e. HSS; Science) in all grades through the Inquiry Learning Cycle
- Create an avenue for content area articulation, K- 12
- Include a process for evaluating student work using the Common Core Standards
- Provide time for data analysis in all schools; continue with long range planning K-12
- Leverage opportunities for increased collaboration district-wide; include articulation across grade levels and content areas
- Include time to discuss technology and to practice implementation
- Rethink the structure of delivery for professional development (PD); PD to be provided on non-teaching days
- Align district assessments to state summative assessments
- Develop and modify current district report card to be reflective of a Standards based report card
- Student report card grades will be congruent with student performance on district and state assessments

Key Questions for Developing New Curriculum Plan

1. How will we engage in *collaborative* discussions about cognitive *depth*? (CCSS)
2. How will we use *technology resources* to explore critical thinking, communication, collaboration, and creativity?' (21st Century Skills)

3. How will we apply principles of *differentiated instruction*? (Depth of Knowledge)
4. How will we collect data about effective results from varying *21st century learning and teaching strategies*? (Evidence of Learning – Data Teaming)

VI. Transition to Common Core State Standards

With the implementation of the Common Core State Standards (CCSS), Next Generation Science Practices, and the National Curriculum Practices for Social Studies, this Curriculum Plan serves as a framework for implementing key systems/structures at the district and building level over a five-year period.

The key structures for alignment to the new Common Core State Standards (CCSS), Next Generation Science Practices, and the National Curriculum Practices for Social Studies include the following:

1. Identifying essential anchor standards, course scope and sequence and curricula for all content areas district-wide, including special education and ELL programs
2. Implement New Scantron Assessment System
3. Evaluating current assessment management systems for implementation K-12 (i.e.: MiStar)
4. Development and use of collaboration time integrated into the school calendar
5. Implementation of an effective communication system (i.e.: Facebook, District Website, Moodle, Email)

VII. English Language Arts: Common Core State Standards & Expectations

- Building knowledge through content rich non-fiction
- Reading, writing, and speaking grounded in evidence from both literary and informational text
- Regular practice with complex text and academic language

Expectations for Teaching and Learning

- Information/Literacy Balance: Greater emphasis on building knowledge through content-rich nonfiction/information text
- Knowledge in Disciplines: Emphasis on language literacy in other content subject areas beyond English classrooms
- Text-Based Complexity: Reading, writing, and speaking will be embedded in teaching and learning. Each of the aforementioned skills will be grounded in evidence from text, both literary and informational
- Writing from Sources: Writing that emphasizes the use of opinions, events, facts, and arguments
- Academic Vocabulary: Regular practice with complex text and academic language, focusing on essential and commonly used words
- Technology: The ability for students to collaborate, create content, and effectively research with the use of technology

Ten Anchor Standards for Reading - K-12

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point(s) of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and adequacy of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Ten Anchor Standards for Writing - K-12

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient

- evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.
 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or one to two days) for a range of tasks, purposes, and audiences.

VIII. MATHEMATICS - Common Core State Standards & Practices

There are two types of Mathematical Standards:

1. Content Standards - the standards students are expected to learn
2. Mathematical Practices - describe a set of skills and processes that all students develop

The Mathematical Practices are the same for every grade level. The Content Standards differ from year to year.

Expectations for Teaching and Learning:

- Focus - Greater focus on fewer topics in order to provide a strong foundational knowledge and deep conceptual understanding
- Coherence - Linking topics and thinking across grade levels, each standard connected to previous learning.

- Rigor - Pursuit of conceptual understanding, procedural skill, and application
- Technology - Used by students to manipulate data, create mathematical models, make predictions, compare results with assumptions, and explore consequences

Eight Standards for Mathematical Practices - K-12

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

IX. SCIENCE: Next Generation Science Framework, Standards, & Practices

The Next Generation Science Framework is composed of three dimensions:

- Practices: What scientists and engineers do and how students learn about science ideas
- Cross Cutting Concepts: Mental models and connections that students make surrounding science
- Core Ideas: The big ideas of Science

The standards address the three traditional domains: Physical Sciences, Life Sciences, Earth and Space Sciences, AND include the elevation of a fourth (4th) domain that is equal in importance: Engineering, Technology and Applications. To reflect the Science that is being practiced in the 21st Century, there is a larger emphasis on ocean, climate and earth systems as well. The Scientific and Engineering Practices are interwoven with the content core ideas and represent the strategic integration with ELA and Mathematics Common Core State Standards.

Eight Standards for Scientific and Engineering Practices - K-12

1. Asking questions (science) and defining problems (engineering)

2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics
6. Constructing explanations
7. Engaging in argument from evidence
8. Obtaining and evaluating information

X. Social Studies: College Career, and Civic Life Framework & Four Dimensions

The College, Career, and Civic Life Framework or Social Studies is broken down in to four dimensions. The identified dimensions support a full-bodied social studies program deeply ingrained in inquiry. Most importantly, the dimensions are designed to prepare students to recognize societal issues, ask good questions and investigations, consider solutions and consequences, separate evidence based claims from opinions, and communicate and act upon what they learn. Additionally, the C3 Framework is intentional in creating cross-curricular ties-ins to the ELA CCSS.

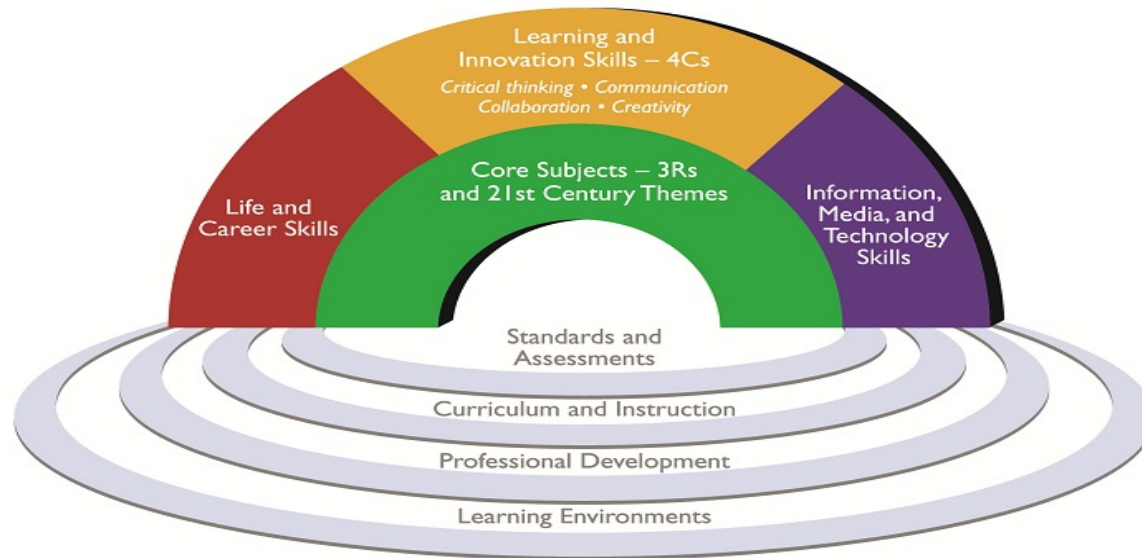
Four Learning Dimensions of Social Studies

1. Developing and Planning Inquiries
2. Applying disciplinary Concepts and tools
3. Evaluating Sources and Using Evidence
4. Communicating conclusions and Taking Informed Action

Goals for Teaching & Learning

2014-2019

21st Century Student Outcomes
and Support Systems



Partnership for 21st Century Skills: Framework for 21st Century Learning

The Oak Park Advantage

XI. Oak Park School District Five Year Curriculum Goals for Teaching & Learning (2014- 2019)

Goal 1 - Curriculum & Instruction - 21st Century Design

Challenge and support all students through an engaging curriculum that ensures effective implementation of the Common Core Standards, Next Generation Science Practices, and National Curriculum Practices for Social Studies

Goal 2 - Professional Learning for the Common Core

Provide professional development that includes opportunities for teacher collaboration and Teacher Learning Lab to enhance teacher implementation of instructional best practices and increased student performance on internal and external summative assessments.

Increase emphasis on the 4 C's of learning: (1) Collaboration, (2) Critical Thinking, (3) Creativity, & (4) Communication

- Include ongoing technology integration for teaching and learning

Goal 3 - Assessment, Data & Resources FOR Learning

Identify the interconnectedness between assessment and instruction

- Initiate interconnectedness between assessment and instruction
- Include overall preparation for the summative statewide assessment

XII. Oak Park School District Five Year Curriculum Plan Goal Areas & Action Plan (2014- 2019)

C & I - Goal 1: Curriculum & Instruction - 21st Century Learning Design

PLC - Goal 2: Professional Learning for the Common Core

ADR - Goal 3: Assessment, Data & Resources FOR Learning

1. Collaboration

Key	2014 - 2016 Planning & Implementation	2016 - 2018 District – Wide Implementation	2018 - 2019 Evaluation & Next Steps
C & I	Implement the OPSD anchor standards for English Language Arts, Mathematics, Science, and Social Studies	Revise and implement the Scope & Sequence timeline(s) for the four content areas	Revise pacing timelines as needed
C & I	Support ongoing professional learning to promote transition to the CCSS based upon priorities: <ul style="list-style-type: none"> ● ELA and Mathematics Units of Study ● Inquiry Learning Cycle ● Effective utilization of technology and media *Data Teams 	Identify specific focus areas for continuing support of the CCSS at each site.	Create site-based plan for professional learning to ensure continuous improvement of instruction and higher levels of academic achievement for all students
PLC	Identify and develop a professional learning community that supports vertical/cross grade level collaboration and preparation for the internal and external summative assessments	Continue to strengthen and support a professional learning system (PLC – Data Teams) that includes vertical and cross grade level teacher collaboration to analyze student	Continue to strengthen and support a professional learning system (PLC – Data Teams).

		performance data on the summative assessments	
PLC	<p>District Grade Level Collaboration, <i>K-12</i></p> <p>Develop a yearly assessment calendar aligned to Common Core Units of Study for Reading, Writing, and Mathematics</p>	<p>District Grade Level Collaboration - <i>K-12</i></p> <p>Develop assessment calendar aligned to Michigan Grade Level Content Expectations for Science and Social Studies</p> <p>District Grade Level Collaboration - <i>K-12</i></p> <p>Modify and adjust assessment calendar aligned to Common Core Units of Study for Reading, Writing, and Mathematics.</p>	<p>District Grade Level Collaboration - <i>K-12</i></p> <p>Modify, adjust and make final recommendations for the OPSD assessment calendar for all four content areas</p>
PLC	<p>Curriculum Team to develop a professional development timeline and plan professional learning days.</p>	<p>Curriculum Team to develop a staff development timeline and plan professional learning days.</p>	<p>Curriculum Team to develop a staff development timeline and plan professional learning days.</p>

PLC	Ensure new teachers joining OPSD staff, and teachers changing grade levels, receive current and specific trainings related to Content and Expectations	Plan in-district training for new teachers and teachers changing grade levels that includes OPSD Anchor Standards.	Plan in-district training for new teachers and teachers changing grade levels that includes OPSD Anchor Standards.
ADR	<p>Higher order thinking (HOTS) pilot testing for grades 3-8 in English Language Arts and Mathematics.</p> <p>Following testing, debrief with staff and students on all elements of the pilot assessment</p> <p>Using feedback from debriefing, plan for adjustments to instruction, curriculum, site-based assessments, learning goals & expectations for HOTS assessments.</p>	Use feedback from pilot and actual testing debriefing, plan for adjustments to instruction, curriculum, site-based assessments, learning goals & expectations for HOTS assessments	Review and pilot state benchmark assessments for grades 3-8; Diagnostic for Grade 2, if applicable
ADR	Develop a plan for student preparation to take the new online assessment, pilot in Fall of 2014-2015	Continue to implement and evaluate the online assessment tool.	Evaluate instructional benefits, and feasibility for purchasing & implementing MDE Interim Assessments
ADR	<p>Implement Revised Report Cards K-2</p> <p>Continue to complete the revision of 3-6 conversion to a standards based report cards</p>	<p>Modify and make adjustments k-2</p> <p>Implement Revised Report Cards 3-6</p> <p>Complete the revision of 7-8 Standards based report cards</p>	<p>Final k-2 Standards Based Report Cards</p> <p>Modify and adjust 3-6</p> <p>Implement 7-8</p>

2. *Response to Intervention*

Key	2014 - 2016 Planning & Implementation	2016 - 2018 District – Wide Implementation	2018 - 2019 Evaluation & Next Steps
C & I	Establish an RCT Intervention Team to recommend materials , strategies, and assessment protocols for consistent implementation of tiered interventions	Implement revised protocols for tiered interventions	Evaluate revised protocols for modifications as needed
PLC	Disseminate to staff the RtI model for intervention	Evaluate and revise the response model based upon the current practices and CCSS	Annually review and revise the RtI model as needed
ADR	RtI Team will meet 3 times a year to analyze data collected from the OPSD online Assessment	Continue to meet 3 times per year to evaluate the effectiveness of student interventions and make modifications based upon research based best practices	Review and revise the RtI Team practices and Continue to meet three times per year to evaluate the effectiveness of student interventions
ADR	Use DIBELS and Online Assessment for analysis of students achievement progress and RtI progress monitoring	Continue to utilize DIBELS and Online Assessment data to monitor student progress	Analyze student results of the state summative assessment compared to student progress monitoring outcomes, and revise

3. *English Language Arts*

Key	2014 - 2016 Planning & Implementation	2016 - 2018 District – Wide Implementation	2018 - 2019 Evaluation & Next Steps
C & I	Revise, present, and implement K -12 shared expectations for reading and writing to align with Common Core Standards	Evaluate the implementation of the shared expectations Align the ELL instruction to K-12	Align Shared expectations with new ELA CCSS, as needed Evaluate and revise aligned ELL

		Common Core Standards	Instruction to K-12 ELA CCSS
C & I	<p>Integrate ELA Units of study, where appropriate, with Science and/ or Social Studies</p> <p>Continue to build district-wide capacity for Readers Workshop, Writers Workshop, and Inquiry Learning Cycle with fidelity K-12</p> <p>Continue to provide on-going professional development in Readers Workshop, Writers Workshop, and Inquiry Learning Cycle</p>	<p>Continue to adapt and develop ELA units of study aligned to the CCSS, and with Science and Social Studies grade level content expectations</p> <p>Implementation of Readers Workshop, Writers Workshop, or Inquiry Learning Cycle with fidelity, K-12</p> <p>Provide targeted professional development to meet the needs of each site through differentiated PD and to build capacity in research based instructional strategies, K -12</p>	<p>Evaluate and revise ELA units of study aligned to the CCSS with Science and Social Studies grade level content expectations</p> <p>Evaluate and review the implementation of Readers Workshop, Writers Workshop, or Inquiry Learning Cycle implementation K-12</p> <p>Evaluate the implementation of the OPSD professional development plan in correlation to student achievement and district wide implementation</p>
C & I	<p>Develop and embed the CCSS Language Arts into current instruction</p>	<p>Identify strong conventions, grammar, and spelling rubric to meet CCSS within students’ published writing pieces derived from the OPSD writing units of study.</p>	<p>Evaluate the strong conventions, grammar, and spelling rubric to meet CCSS within students published writing pieces derived from the OPSD writing units of study and modify as needed.</p>
C & I	<p>Establish an Instructional Materials and Review Committee for Inquiry</p>	<p>Research digital instructional materials for both classroom/ home</p>	<p>Evaluate and revise Inquiry Learning Cycle materials and classroom</p>

	<p>Learning cycle materials K-12</p>	<p>use to facilitate student research using the Inquiry learning cycle.</p> <p>Increase nonfiction text in classroom leveled libraries based on inventory and need</p>	<p>leveled library needs.</p>
<p>C & I</p>	<p>K -6 Continue to use DIBLES and DRA assessments to progress monitor student reading levels and skills</p> <p>7-8 Research and plan implementation for a reading progress monitoring tool to evaluate students' reading skills and levels throughout the academic school year</p>	<p>K -6 Continue to use DIBLES and DRA assessments to progress monitor student reading levels and skills</p> <p>Implement a progress monitoring tool in grades 7-8 to evaluate students' reading levels</p>	<p>Evaluate the effectiveness of all progress monitoring tools and make modifications as needed.</p>

<p>PLC</p>	<p>Provide Data Teams professional development to the OPSD ACT Committee August 12-August 14 (Train the Trainer PD)</p> <p>Act Team Members will provide ongoing professional development for staff within each of their perspective schools</p> <p>Implement the Data Teams process district wide within each content area with fidelity.</p> <p>Ensure all systemic structures are in place to ensure successful implementation with fidelity</p>	<p>Continue ongoing professional development in the Data Teams process district-wide as determined by the ACT Team.</p> <p>Act Team Members will Continue to provide ongoing professional development in the Data Teams process within each school</p> <p>Continue to implement the Data Teams process with fidelity district-wide in each content area</p> <p>Continue to modify and adjust the systemic structures to enhance the implementation of the Data Teams process as needed.</p>	<p>Evaluate the implementation of the Data Teams process in OPSD by utilizing the Data Teams Rubric in the Data Teams Manual.</p> <p>Evaluate the implementation of the Data Teams process in each building by utilizing the Data Teams Rubric in the Data Teams Manual.</p> <p>Evaluate the implementation of the data teams process in correlation to increased students achievement in each content area</p> <p>Review and evaluate the district/building processes and structures to maintain the data teams process within OPSD</p>
<p>PLC</p>	<p>Provide all parents with information and resources on the Common Core</p>	<p>Parent Education in ELA/Technology in regards to the</p>	<p>Provide Parent Education in the results of the state summative</p>

	Standards for English Language Arts. (Open House, PTA Meetings, Parent/Teacher Conferences, etc.)	CCSS and the upcoming state summative assessment	assessment
PLC	Implementation district wide CCSS articulation sessions between elementary, middle, and high schools that includes classroom/school visitations (Teacher Learning Lab)	Continue to implement horizontal and vertical articulation sessions and classroom visitations (Teacher Learning Lab)	Evaluate the effectiveness of teacher learning lab and its impact on teaching and learning
ADR	Establish a subcommittee to create and implement common writing rubrics consistent with Common Core State Standards K-12.	Revise the use of common assessment rubrics for each grade and align to the Common Core ELA Standards	Further align common OPSD writing assessment rubrics
ADR	Examine and modify Reading/Writing, integrated units of study to be in alignment with OPSD summative assessments and modify the curriculum calendar.	Continue to modify and revise the OPSD summative curriculum calendar to correlate with OPSD assessment calendar	Revise both calendars based upon student performance data on high stakes assessments

4. Mathematics

Key	2014 - 2016 Planning & Implementation	2016 - 2018 District – Wide Implementation	2018 - 2019 Evaluation & Next Steps
C & I	Revise K-12 developed Shared Expectations for Mathematics to align with CCSS Mathematical Practices	Continue to revise K-12 Shared Expectations for Mathematics to align with CCSS Mathematical Practices, Standards, and HOTS	Evaluate and revise K-12 Shared Expectations for Mathematics based upon HOTS assessments

	and Standards	assessments	
C & I	Develop Units of Study in Mathematics aligned to CCSS, K-12	Continue to Develop Units of Study in Mathematics aligned to CCSS, K-12 and based upon HOTS assessments	Continue to Develop Units of Study in Mathematics aligned to CCSS, K-12 and based upon HOTS assessments
PLC	Implement on-going professional development in formative assessment, Teaching Through the Lesson Plan (TTLP) and MAP's Lessons, and Visible learning, K-12.	Continue to provide targeted professional development to meet the needs of each site through differentiated PD and building needs to build capacity K- 12	Evaluate the implementation of the OPSD professional development plan in correlation to student achievement and district wide implementation, K-12
PLC	Implementation district-wide CCSS articulation sessions between elementary, middle, and high school that includes classroom/school visitations (Teacher Learning Lab)	Continue to implement horizontal and vertical articulation sessions and classroom visitations (Teacher Learning Lab)	Evaluate the effectiveness of teacher learning lab and its impact on teaching and learning
PLC	Provide all parents with information and resources on the Common Core Standards for English Language Arts. (Open House, PTA Meetings, Parent/Teacher Conferences, etc.)	Parent Education in Math/Technology in regards to the CCSS and the upcoming HOTS assessments	Provide Parent Education in the area of Math/Technology derived from the HOTS assessment results
PLC	Provide Data Teams professional development to the OPSD ACT Committee August 12-August 14 (Train the Trainer PD)	Continue ongoing professional development in the Data Teams process district-wide as determined by the ACT Team.	Evaluate the implementation of the Data Teams process in OPSD by utilizing the Data Teams Rubric in the Data Teams

	<p>Act Team Members will provide ongoing professional development for staff within each of their perspective schools</p> <p>Implement the Data Teams process district wide within each content area with fidelity.</p> <p>Ensure all systemic structures are in place to ensure successful implementation with fidelity</p>	<p>Act Team Members will Continue to provide ongoing professional development in the Data Teams process within each school</p> <p>Continue to implement the Data Teams process with fidelity district-wide in each content area</p> <p>Continue to modify and adjust the systemic structures to enhance the implementation of the Data Teams Process as needed.</p>	<p>Manual.</p> <p>Evaluate the implementation of the Data Teams process in each building by utilizing the Data Teams Rubric in the Data Teams Manual.</p> <p>Evaluate the implementation of the data teams process in correlation to increased students achievement in each content area</p> <p>Review and evaluate the district/building processes and structures to maintain the data teams process within OPSD</p>
<p>ADR</p>	<p>Grades 3-12: include performance task assessments to end of unit assessments</p> <p>K-12 Revisit pre & post assessments to elevate higher level critical thinking and application of mathematical</p>	<p>Utilize research to refine assessments based upon the SBAC</p> <p>Analyze and revise word problems to align with HOTS assessments</p>	<p>Evaluate all performance tasks assessments in correlation to SBAC student data.</p> <p>Evaluate K-12 word problems in correlation to the HOTS</p>

	reasoning to real world challenges.		assessments and student proficiency data
ADR	K-12 use ongoing formative assessment to provide timely and specific feedback to students to enhance deep knowledge of mathematical concepts	Use research to revise and align formative assessments with HOTS and CCSS	Evaluate the use of ongoing formative assessments to student proficiency data on the HOTS assessments

5. Science

Key	2014 - 2016 Planning & Implementation	2016 - 2018 District – Wide Implementation	2018 - 2019 Evaluation & Next Steps
C & I	Continue the bimonthly meetings with Curriculum Council to align the OPSD Anchor Standards to the Next Generation Science Framework and Scientific practices, K-12	Continue to make the transition from the Michigan curriculum framework to the Next generation Science Framework and Scientific Practices based upon the SBAC	Continue to revise courses of study as needed based upon the SBAC. CCSS, and Next Generation Scientific Practices science materials based upon the direction of the Michigan Department of education
C & I	Retrieve text set materials to facilitate the inquiry learning process in K-12 classrooms	Continue to build capacity for inquiry learning k-12 by retrieving text sets for the aforementioned grades	Review and modify as needed the use of text sets by analyzing students’ proficiency data on HOTS assessments and internal assessments
C & I	Implement Inquiry Learning in the	Continue district-wide implementation of Inquiry Learning	Continue district wide implementation of Inquiry

	<p>following stages:</p> <ul style="list-style-type: none"> a. Grades 3-8 in the Fall of 2014. b. Grades 9-12 January 2015 c. Grades K-2 Fall 2015 	Cycle	Learning Cycle, make adjustments as needed
C & I	<p>Purchase Hands- On Science materials aligned with the Oak Park Anchor Standards and Next Generation Science Practices for grades K-12</p> <p>Create a management system needed to keep the materials organized in each building</p>	Continue to build hands-on science materials in grades K - 12	Continue to build hands-on science materials in grades K - 12
PLC	<p>Provide ongoing professional development training for grade K-12 science teachers:</p> <ul style="list-style-type: none"> a. Cross grade level planning for the new standards b. Alignment of instruction to NGSS c. Integration of the ELA / Mathematics CCSS. d. Student assessment 	Continue to target professional development training based on state adoptions and identified needs.	Continue to target professional development training based on state assessments for Science and identified needs.
PLC	Establish K-12 teacher articulation training of the Next Generation Science Framework & standards and	Provide Parent Education in Science	Research and/or revive elementary Science Fair/Day Models that reflects application

	connecting it to the ELA standards.		of new Science Framework.
PLC	Create a professional learning network for participating teachers in the Inquiry Learning Cycle Teacher Lab	Continue the Inquiry Learning Cycle Teacher Learning Lab	Determine next phase of professional learning in Science based on the NGSS
ADR	Review and revise current assessments and performance tasks for alignment to new NGSS Frameworks, Scientific and Engineering Practices	Continue to revise assessments and performance task as needed to align with NGSS Framework, Scientific and Engineering Practices, and HOTS assessments	Evaluate the effectiveness of the assessments utilizing student performance data on the HOTS assessments

6. Social Studies

Key	2014 - 2016 Planning & Implementation	2016 - 2018 District – Wide Implementation	2018 - 2019 Evaluation & Next Steps
C & I	Continue the bimonthly meetings with Curriculum Council to align the OPSD Anchor Standards to the C3 Framework and Dimensions., K-12	Continue to make the alignment of the OPSD anchor standards to the C3 Framework and Dimensions (K-12) and based upon the HOTS assessments	Continue to revise grade level standards as needed to align with the SBAC, CCSS, the direction of the Michigan Department of education
C & I	Retrieve text set materials to facilitate the inquiry learning process in K -12 grade classrooms	Continue to build capacity for inquiry learning (K – 12) by retrieving text sets for the aforementioned grades	Review, and modify as needed, the use of text sets by analyzing HOTS assessments and internal student performance data
C & I	Implement Inquiry Learning in the following sages: <ul style="list-style-type: none"> a. Grades 3-8 in the Fall of 2014. b. Grades 9-12 January 2015 c. Grades K-2 Fall 2015 	Continue district wide implementation of the Inquiry Learning Cycle	Continue district wide implementation of Inquiry Learning Cycle, make adjustments as needed
C & I	Purchase hands- on Social Studies materials aligned with the Oak Park Anchor Standards and Social Studies Dimensions for grades K - 12 Create a management system needed to keep the materials organized in each building	Continue to build hands-on Social Studies materials in grades K- 12 Implement the management system needed to keep the materials organized in each building	Continue to build hands-on Social Studies materials in grades K - 12

<p>PLC</p>	<p>Provide ongoing professional development training for grade K- 12 Social Studies teachers:</p> <ul style="list-style-type: none"> a. Cross grade level planning for the new standards b. Alignment of instruction to C3 Framework c. Integration of the ELA / Mathematics CCSS. d. Student assessment 	<p>Continue to target professional development training based on building SIP's, DIP, and the CCSS</p>	<p>Evaluate and modify targeted professional development based on HOTS assessment data.</p>
<p>PLC</p>	<p>Establish K-12 teacher articulation training of the C3 Framework and the Four Dimensions of Social Studies. Design integrated units of study to include other content area standards.</p>	<p>Provide Parent Education in Social Studies</p>	<p>Research and implement real world applications of social studies to demonstrate deep knowledge of Social Studies concepts.</p>
<p>PLC</p>	<p>Create a professional learning network for participating teachers in the Inquiry Learning Cycle Teacher Lab</p>	<p>Continue the Inquiry Learning Cycle Teacher Learning Lab</p>	<p>Determine next phase of professional learning in Social Studies based on the C3 Standards</p>
<p>ADR</p>	<p>Review and Revise current assessments and performance tasks to promote critical thinking skills and problem solving processes.</p>	<p>Continue to revise assessments and performance tasks as needed to align with C3 Framework and the Four Dimensions of Social Studies.</p>	<p>Evaluate the effectiveness of the assessments utilizing student performance data on HOTS assessments</p>

XIII. Annual Evaluation of Progress

During these times of transition to the Common Core State Standards, Next Generation Science Practices, the C3 Framework for Social Studies, and 21st Century Learning. The Curriculum Plan should be viewed as a “living document” that serves as a roadmap for implementation.

The Oak Park School District Curriculum Council will review the Plan annually and recommend modifications and revisions as needed. Curriculum Council teacher representatives will seek input and suggestions from the staff in their buildings each spring regarding the progress toward annual targets.

XIV. Commonly Used Acronyms – Glossary of Terms

ACT: Administrative Curriculum Team (ACT) is composed of school administrators, a data specialist, and central office administration whose sole purpose is to ensure high quality educational experiences for students through rigorous curriculum and implementation of educational best practices.

CCSS : Common Core State Standards

The Common Core State Standards (CCSS) were developed through a state-led national initiative to establish consistent and clear education standards for English language arts and mathematics that would better prepare American students for success in college, career, and the competitive global economy. The Michigan State Board of Education (SBE) adopted the CCSS in June 2010 to be the subject-matter standards in English Language Arts and Mathematics for Michigan. The full implementation of these standards will occur over the next two years as a new system of CCSS-aligned curriculum, instruction, and assessment.

Data Teams: A systematic process utilized by educators to look at student learning and student evidence.

DIBELS: Dynamic Indicators of Basic Early Literacy Skills is a formative assessment used to measure students’ reading skills

DRA: Developmental Reading Assessment is used to determine grade level equivalency of reading skills.

ELA: English Language Arts - is the generic name given to the study and improvement of language skills within the school setting. The five strands of Language Arts are reading, writing, speaking, listening, and viewing.

HSS: History and Social Science

HOTS: Higher Order Thinking Skills

MDE: Michigan Department of Education is the government institution that supervises Michigan's school districts

NGSS - Next Generation Science Standards:

The nationally recognized K–12 science standards provide all students a sound and meaningful science education. The *Next Generation Science Standards* are based on the *Framework for K–12 Science Education* developed by the National Research Council.

PLC:

Professional Learning Community - 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. The very essence of a *learning* community is a focus on the learning of each student.

RCT:

Resource Coordinating Team – A problem solving group which works collaboratively with parents, staff, and the community to provide comprehensive services for students.

RtI:

Response to Intervention - A multi-tier approach to the early identification and support of students with learning and behavior needs.

TAC :

Technology Advisory Committee – A group that meets on an ongoing basis to keep the district abreast of technological best practices

TTLP:

Thinking Through The Lesson Plan – A Lesson plan format that embeds critical thinking and real world application of mathematical concepts.

XV. RESOURCES & WEBSITES

- Common Core State Standards (CCSS)
- Computers in Education (CUE)
- International Society for Technology in Education (ISTE)
- Next Generation Science Standards (NGSS)
- Partnership for 21st Century Learning (p21)
- Parents Guide to 21st Century Learning - Edutopia
- SMARTER Balanced Assessment Consortium (SBAC)