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| --- | --- | --- | --- | --- | --- | --- |
| ***Components*** | ***Which Includes . . .*** | ***What it Will Look Like . . .*** | ***Train*** | ***Time*** | ***Plan*** | ***Self Asssess-ment*** |
| Curriculum is standards and research based | Teachers plan curriculum that address:* Common Core State Standards (CCSS) for ELA and Mathematics
* HCPSIII (K-5)
* HELDS (PreK)
* Stepping Stones (Mathematics)
* Wonders (ELA)
* Second Step
* Corrective Reading
* GLOs
 | Teachers provide:Learning targets posted* Inform students of standard(s)
* “I Can” statements posted
* GLO statements posted

Rigor* Cognitive engagement
* Conceptual
* Fluency
* Application
 |  |  |  |  |
| Curriculum standards are horizontally and vertically aligned.  | Curriculum MapsFormative Assessments~~Pacing Guides~~~~Lesson Templates~~ | Grade level teacher(s) design grade level curriculum maps that align with the standards.Teachers are aware of ELA and Mathematics standards at the grade level below & above.Teachers create and implement a continuum of learning for students.(refer to ASSESSMENTS)~~Teachers develop pacing guides that align with the standards.~~~~Pacing guides will be developed by deadline set by the PLC (quarterly?/annually?)~~~~Posted template with CCSS “I Can” Statements~~~~& Academic vocabulary~~ |  |  |  |  |
| Curriculum is collaborative. | ILT* Teacher teams
* Safe practice
* Peer observation
* Professional readings
* Input training

PLC* Make and Takes
* Protocol for looking at student work
* Norms
 | Lit coach, math coach, reading teacher to attend all ILT meetingsAll other stakeholders rotate through meetings--SPED, general ed. upper and lower  |  |  |  |  |