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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 Maps  Formative 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 meetings  All other stakeholders rotate through meetings--SPED, general ed. upper and lower |  |  |  |  |