

Curriculum, Instruction and Professional Development Manual

2020-2021



Dowagiac Union School District

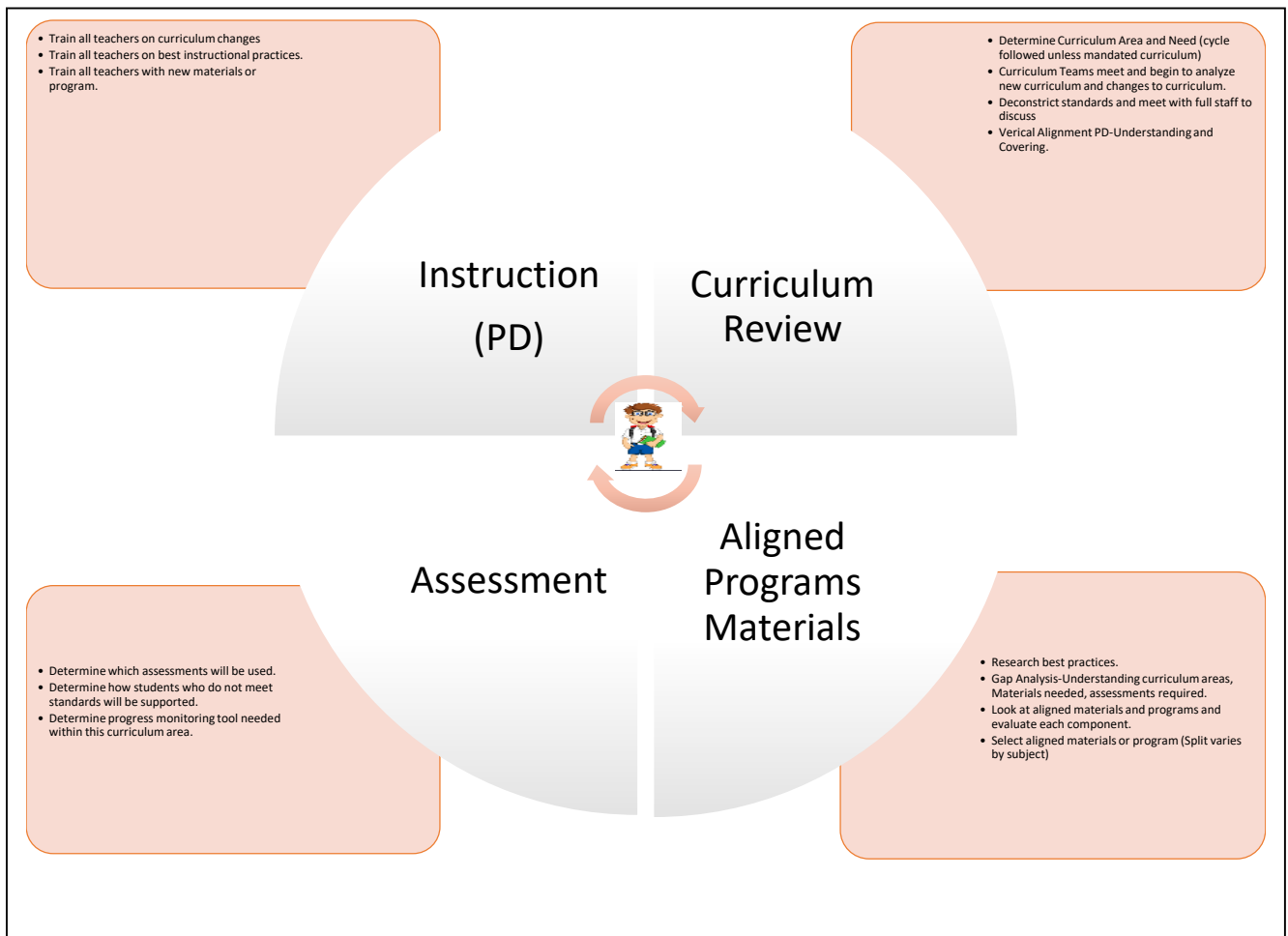
Overview

General

The most important factor having the greatest impact on student achievement is the curriculum, instruction, assessment and professional development. Our curriculum is based on the Common Core for ELA and Math. Next Gen standards are used for Science and Michigan Grade Level content standards for Social Studies. We have a very systematic process for curriculum, assessment and instruction. This process ensures a systematic review of each grade level, subject matter and the teaching strategies used. All subjects, classes, and grade levels use the same required components.

Equally as important to student learning are the teaching staff and their direct involvement in curriculum design and direct implementation. A district-wide Curriculum Council consisting of building administrators and teachers who serve as department chairpersons (grades 6-12) and grade level chairpersons (grades K-5) meets each month during the school year to discuss and review curriculum. Individual departments and grade levels also hold periodic meetings during the year. Additionally, significant expenditures are committed to purchasing textbooks, related materials and providing professional development training necessary to keep our staff abreast of changes in education based on best practice and research.

Mode



Broad-Based Student Outcomes

All K-12 students in the Dowagiac Union School District will be provided with well-defined educational opportunities and will learn to —

1. Develop respect, honesty and moral values for themselves and others.
2. Work independently and with others to communicate ideas and make decisions.
3. Become caring, sensitive, productive participants in society.
4. Become creative and innovative individuals.
5. Become life-long learners with the ability to access and process information to solve problems and reach conclusions.
6. Establish priorities, set goals and implement plans for achievement.

Curriculum Expenditures

	2019-20	2018-19	2017-18
Textbook & Related Materials	\$51,900.22	\$55,295.29	\$191,053.24
Curriculum Related In-services for Staff	\$2,255.95	\$11,535.33	\$1,110.33

Parent/Community Resources

All Dowagiac Union Schools curriculum, as well as instructional strategies, can be viewed on the Dowagiac Schools website at www.dowagiacschools.org, <http://www.corestandards.org/>, https://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html and <http://www.nextgenscience.org/>

Dowagiac Union Schools has adopted the state mandated common core curriculum for ELA and Math. Dowagiac has adopted the state mandated NGSS standards for Science. All other courses and subjects align with the state standards for that subject area.

Subjects	Levels	Source
ELA and Math	K-12	https://www.pta.org/home/family-resources/Parents-Guides-to-Student-Success
Science	K-12	https://www.nextgenscience.org/parentguides

A good source for parent and community members with general information, student data and district data is: <https://www.mischooldata.org/ParentDashboard/>

Curriculum Council Team Members: 2020-2021

(School Improvement Members also meet with Curriculum Council Members regularly)

ADMINISTRATION

Chair: Dawn R. Conner
Jonathan Whan
Sara Park
Stacie Richie
Katrina Daiga
Josh Bridges

Deputy Superintendent
Superintendent
Sped Supervisor
Business Manager
Director State and Federal Programs
K-12 Technology

UNION HIGH

Kelly Millin
Bryan Sperling
Mike Williams
Keith Klann
Amy Hackett
Kristyn Turner

High School Principal
Assistant High School Principal
Social Studies-Department Head
Mathematics-Department Head
Science-Department Head
Language Arts-Co-Department Head

DOWAGIAC MIDDLE

Sean Wightman
Nicki Hulett
Denise Stockwell
Unfilled
Dan Schuhardt
Sue Gear

DMS Principal
Assistant Principal
Language Arts-Department Head
Social Studies-Department Head
Science-Department Head
Math-Department Head

PATRICK HAMILTON

Nicole Robinson
Shelley Kurland
Ashley Slusher

Principal
2nd Grade-Grade Level Chairperson
4th Grade-Grade Level Chairperson

JUSTUS GAGE

Bryan Henry
Allison Yeo
Margie Brosnan

Principal
3rd Grade – Grade Level Chairperson
5th Grade – Grade Level Chairperson

KINCHELOE

Cathy Stone
Melissa McDonald

Principal
K Grade - Grade Level Chairperson

SISTER LAKES

Mike Campbell
Kelly Sylvester

Principal
1st Grade - Grade Level Chairperson

PATHFINDERS ALT. ED.

Kara Cox

Director of Alternative Education

District Meeting Dates: 2020-2021

Not available at this time.

Curriculum

DUS 10-YEAR CURRICULUM PLAN REVIEW CYCLE

Review Curriculum and Best Practices-create curriculum guides

Purchase Texts / Supplementary Materials, Assessments

Implement Curriculum, Assessment, Materials and Professional Development

Evaluation-Is it working-what else needs to be completed.

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Social Studies						R	P,I	E						
ELA 6-12	R, P	I	E						R	P, I	E			
ELA K-5	R, P	I	I	E	P				R	P, I	E			
Science			R, P	R, I	E					R	P, I	I	E	
Math	I	E					R	P, I	E					
Guidance					R	P, I	I	E				R	P, I	
Electives		R	R, P	P	E				R	P, I	I	E		
Technology				R	P, I	I	E				R	P, I	I	E

Note: State mandated curriculum changes could alter the order of the years for Review, Purchase and Implementation. Due to the common core state mandated curriculum and NGSS curriculum changes the process had to be shortened. We have purchases materials and updated curriculum each year based on the need.

Curriculum Review

During the curriculum review process there will be 5-10 meetings for grade level chairs, principals, department chairs and other members of that curriculum area. The meetings will be held after school or at times there will be a substitute. Members will also begin attending conferences to gain more information about the curriculum area being reviewed. There will also be meetings with the entire staff at grade levels, department meetings and professional development to share information and get input.

Curriculum Guides-see Appendix B

Required Components	Details	Options
Date ranges	Quarterly (every 9 weeks)	Weekly, Monthly
Standards	Standards including numbers	Can do only number if written as a learner outcome.
Learner Outcomes	I can statements or the learner will be able to	
Common Assessments	Quarterly	Minimum
Common Formative Assessments	Lists of types	
Vocabulary	common	
Materials	Common and Individual	List or materials
Updated and Location	Must be stored in folder that will be provided and shared with administration and teachers.	

Suggested-Grade Level and Subject Specific	Details	
Essential Questions	Big Ideas, what is being accomplished	
Groupings	How students divided	
Methodology	Types of instruction	
Projects/Units	Developed units and projects	
Resources	Websites, materials	

Purchase Texts/Materials/Programs

Members of the curriculum area being reviewed will work with administrative chairs and Deputy Superintendent to look for texts, materials and programs that are based on best practices and aligned to curriculum area being studied. The choices will be presented to staff and an opportunity for input will be given. A rubric with most important elements will be used for larger groups. This information will be gathered and considered for district wide purchases.

Sample

Aligned with Common Core: (most important)
Lessons rich in hands-on activities: (real-word examples and projects)
Calendar (Scope and Sequence):
Assessments and review: (spiraling?)
Technology support and activities:
Differentiated Instruction (above/below level, Success Time?)
Organization and structure of lessons:
Depth of lessons: (encompassing)
User friendly teacher materials:
Useful training offered:

Implementation

After curriculum has been examined K-12 and there is a deep understanding then it will be implemented. There will be assessment that is aligned to the core content and it will be implemented as well. Professional Development will be ongoing to ensure the best instructional practices are being implemented. Materials, programs and textbooks will be implementation at this stage.

Evaluation

Each step is carefully followed to get to this last step. After Implementation it is time to determine if the process is working. This will be done by both quantitative and qualitative data. What does the student data tell us about this core area? What do teachers' say is working or not working? This is the stage where changes are made. Examples of gaps: If the professional development was not complete enough then it will be provided. If materials still have gaps, then we look at materials that will complete those gaps.

Summary

Throughout this process we consider needs of all of our students. The materials, textbooks and programs we examine must include methods to meet the needs of all students. Supplementary instructional programs and services align tightly with the core academic standards.

Instruction

Implementation of effective instructional practices supports student learning. Dowagiac ensures that curriculum and instruction are intertwined. Teachers and administrators use research based methods to increase student achievement. It is our goal to supports instruction at all levels of instruction, including core content area instruction (Tier I) and intervention instruction (Tiers II & III). Our goal is to improve instructional techniques at the Tier I instructional level. Students who do not meet standards with Tier I instruction will be provided Tier II and then Tier III instruction. Please see the RTI manual for specific information.

Instructional Tiers		
All instructional practices and programs must be research based and must align to core academic standards. These programs are evaluated yearly to ensure their effectiveness		
	Examples	Targeted group
Tier I	Engagement Strategies Shared Outcomes Ongoing Feedback Complex Thinking	All students
Tier II	Small group Instruction Study Island Targeted After School Programs Summer School	Identified as not meeting standards after Tier I Instruction
Tier II	Exact Path Reading Recovery Team Taught Classes	Identified as not meeting standards after Tier I and Tier II Instruction

Instructional Planning (Lesson Plans)-see appendix D

Teachers are required to plan for their instructional lessons. Principals use the Danielson Evaluation tool which emphasizes looking at lesson plans and the connectedness of the curriculum with the lesson observed. Nontenured teachers are required to hand in lesson plans weekly. Lesson plans must include the following components:

Lesson Plan Guidelines			
Required Components	Details	Examples	Principal Comments
Weekly	daily	Turn in on Monday by 9:00 a.m.	
Standards	Standards including numbers can combine and do only learner outcome.	RL.4.3	
Learner Outcomes	I can statements or the learner can... will be able to...	I CAN describe a character (thoughts, words, actions) in depth in a story and drama.	
Assessments	Formative/Summative	Exit ticket: One word describing Jemmy.	
Activity/ methodology	The Whipping Boy Read chapter 3.	SWBS format (Somebody Wanted But So)	
Resources/ Materials	Textbook	The Whipping Boy	

Suggested-Grade Level and Subject Specific-Can be asked for by principal if needed.			
Component	Details	Examples	Principal Reason for requiring
Essential Questions	Big Ideas, what is being accomplished?	How do readers apply reading strategies to improve understanding and fluency?	
Groupings/ Differentiation	How students are divided. How are the needs of each student met?	By learning style, ability, interest. Who set up groups?	
Methodology	Types of instruction	Lecture by teacher Class discussion conducted Discussion groups Lecture-demonstration Special field (guest speaker) Presentation by students	
Projects/Units	Developed units and projects	Part of unit of study	
Reflection	What worked well what didn't work well?	Student grades, exit tickets, behavior, test grades.	
Relevancy Interdisciplinary	How does this lesson apply to the real world? Is this lesson integrated into other subject areas?	Discuss careers that use this skill set.	

Professional Development

Professional Development Overview

Professional development is designed through a collaborative effort of all stakeholders. The purpose of professional development is to increase student learning. Professional development must be aligned with our school improvement plan. In addition, professional development will be planned and supported by the district. Principals, teachers, other school staff, and when appropriate parents, participate in sustained, in-depth professional development.

Professional Development Guidelines

Dowagiac Union School District will provide professional development experiences which:

- Is for the purpose of enhancing teaching and learning.
- Is consistent with building and district school improvement plans and district strategic plans.
- Is part of an ongoing comprehensive professional development plan that addresses the long-term professional needs of the individual as well as the long-term change of practice in the building and district.
- Is characterized by the knowledge of educational needs of students, the study of proven research and inclusive of the best use of new technologies.
- Includes best principles of adult learning that includes design by the educators and non-teaching staff for whom the professional development is intended.
- Occurs when educators and non-teaching staff collaborate and share knowledge with each other.
- Requires ongoing reflection.
- Is helpful to all school staff as they work to meet the needs of students who learn in different ways and come from diverse backgrounds.

Professional Development Plans (Appendix E)

Professional development should be intentionally focused on the needs and direction of the school. It is led by data and the goals of the school and district. Dowagiac has a district plan and each building has an individual plan.

There are FOUR components of the Professional Development Plan as described below.

Professional Learning Goals – To identify the annual goals of the school, it will be important to review and analyze student achievement data and teacher evaluation results. Goals written should be SMART goals.

Professional Learning Activities – some professional learning activities may address more than one goal. As activities are determined, consider how you will follow up to further deepen the learning and application of this new knowledge. A natural part of this is to ensure teacher reflection as well as reflection/evaluation of the activities planned. A continuous review of data will also reveal effectiveness of the activities.

Essential Resources – What materials and resources will be essential for the implementation of the school-level plan?

Progress Summary – Clearly define the evidence that will demonstrate effective professional development, educator growth, and improvement in student achievement.

Beginning Teacher Professional Development

Section 380.1527 of Michigan’s Revised School Code requires school districts to provide five days of professional development to all teachers each year. These five days are in addition to the professional development provided to new teachers in their first three years of employment. Dowagiac Schools supports beginning teachers by providing mentors, monthly mentor/mentee meetings and professional development

Support	Guidelines
Mentors	Mentors are provided to each beginning teacher. Training is provided to both mentors and mentees and a manual is provided.
Meetings	The district provides 4-6 meetings a year. Mentors and mentees are expected to meet weekly.
Professional Development	<p>15 days at 6 hours per day in the first three years. District will provide opportunities for professional development.</p> <ul style="list-style-type: none"> • Must align with guidelines for beginning teachers. Topics needed by beginning teachers. • Must be approved in advance. • Must provide agenda for training. • Must provide follow up implementation plan. • Must provide proof of attendance. • Updates provided upon request and at each mentor/mentee meeting.

Conferences/Workshop

The district support staff members attending conferences and workshops. The conferences and workshops must be included in the building school improvement plan. The conference/workshop must be approved in advance and there must be funds available. Proof of attendance and sharing with building is also required.

Appendix A: Job Descriptions and Evaluations

Elementary Grade Level Chairperson Duties

Elementary Grade Level Chair: It is the responsibility of the elementary grade level chairperson to provide leadership to the grade level teachers that will maximize the teaching/learning process.

The elementary grade level chairperson is directly responsible to the Curriculum Director and building principal for the performance of the above activity and duties listed below:

1. To plan, call and conduct grade level meetings.
2. Forward minutes of grade level meetings to grade level members, elementary principals, Curriculum director, superintendent, and other grade level chairpersons.
3. To aid in the formation of curriculum sub-committees and to serve on a curriculum sub-committee.
4. To promote sharing of positive curricular programs between elementary professionals.
5. To serve as part of a report card evaluating committee.
6. To represent grade level in meeting with administrators.
7. Recommend well-planned innovative programs to the school administration.
8. Recommend goals for improving instruction and materials needed for it.
9. Be a member of the system-wide Curriculum Council.
10. The school administration may assign to the department chairperson those other duties which are normally associated with the position of department chairperson.

Secondary Department Chairperson Duties:

Under the direction of the assistant superintendent and/or building principal, the department chairman shall exercise coordination of programs and materials, and shall serve as instructional liaison between the teachers of that department and the school administration.

1. Provide direction and assistance to all members of the department.
2. When called upon, assist the school administration with interviewing and recommending teacher candidates.
3. Aid the school administration in the development of in-service programs.
4. Aid the school administration in building planning and design.
5. Be involved in the short and long range planning pertaining to the department with the school administration.
6. Recommend goals for improving instruction and materials needed for it.
7. Be member of the system-wide Curriculum Council
8. Prepare and submit to the school administration, by June 1 of each year, a comprehensive report on the activities of the department during the past school year, its accomplishments, its failures, and its goals for the coming school year.
9. The school administration may assign to the department chairperson those other duties which are normally associated with the position of department chairperson.

School Improvement Chair Responsibilities:

It is the responsibility of the building school improvement chairperson to provide leadership to the individual building staff that will facilitate the school improvement process. The school improvement chairperson will work in collaboration with the building principal to accomplish the duties listed below:

The school improvement chairperson is directly responsible to the Curriculum Director and building principal for the performance of the above and duties listed below:

1. To be a member of the District Wide School Improvement Team and attend meetings or find a replacement.
2. To plan, call and conduct building School Improvement Meetings.
3. To lead the process of appointing subcommittees and ad hoc committees when necessary.
4. To be involved in the short and long term planning pertaining to the school improvement goals.
5. To disseminate School Improvement meeting information and minutes to School Improvement team members, staff and interested parties (Deputy Superintendent).
6. To be involved in the process of prioritizing the school improvement budget.
7. To coordinate building professional development and the professional development budget.
8. To recruit and select parent representatives to serve on the building and district school improvement teams.
10. Work with Principal and/staff to complete program evaluation.
11. The school administration may assign to the school improvement chairperson those other duties which are directly associated with the position of school improvement chairperson.

Summative Evaluation Report Schedule C

Employee: _____ Position _____ Evaluator: _____ Date: _____
I=Ineffective M=Minimally Effective E=Effective H=Highly Effective

Progress on Program/Position Goals Karen is a strong 4th grade chair. Her help in science this year was invaluable. She did a great job at the Board meeting this year.	Program/ Position and Personal Goals	GOAL 1				
		GOAL 2				
		GOAL 3				
	<small>Place X in one column per Goal (at least 1 goal required)</small>					

Evidence of Program/Position Effectiveness

- Sources of Data:**
- _____ Notes and Evidence _____
 - _____ Walkthroughs _____
 - _____ Observations _____
 - _____ Staff Input _____
 - _____ Parent Input _____
 - _____ Student Input _____
 - _____ Other: _____

Summary of Informal and Formal Observations
 Karen's expertise in Science was very helpful. She did a great job at the Board meeting presenting. Karen does a nice job of keeping 4th grade teachers on task and informed. Karen does a nice job of working with 4th grade teachers to make collaborative decisions.

Demonstration of the Standards for Schedule C Staff in the DUS District

Employee	<small>I=Ineffective</small>	<small>M=Minimally Effective</small>	<small>E=Effective</small>	<small>H=Highly Effective</small>
1. DEPENDABILITY				
2. ATTITUDE				
3. INITIATIVE				
4. JUDGEMENT				
5. FOLLOWS THE CHAIN OF COMMAND				
TEAMWORK				
7. JOB KNOWLEDGE				
8. PROFESSIONAL GROWTH				
9. PROFESSIONALISM				
10. ATTENDANCE				
<small>Place X in one column per row</small>				
				0.00

Program & Personal Goal (40%)	0.00
Formal and Informal Evaluation (60%)	0.00
H, E, M, I	0.00

Scale: H=4-3.51 E=3.50-2.51 M=2.50-1.51 I=1.5 or below

Summative Remarks
 Karen is a very strong grade level chair. I value her input and her desire and passion in making good decisions for Fourth Graders in our district. I believe Karen will be invaluable next year as we implement fully the changes in Science next year.

- _____ Highly Effective & Effective - Recommended without Reservation
- _____ Minimally Effective - Recommended with Reservation
- _____ Ineffective - Not Recommended

Employee _____ Date _____

Administrator's Signature _____ Date _____

Appendix B: Curriculum Guide Samples

Grade 5		English Language Arts			First Quarter
Foundational Skills	Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>This is not a focus area during this quarter.</p> <p>Continue to reinforce skills and concepts previously introduced, as necessary.</p>	<p>RL.5.1</p> <ul style="list-style-type: none"> ▫ I CAN quote from fiction text to explain meaning. ▫ I CAN quote from fiction text to explain my inferences. <p>RL.5.2</p> <ul style="list-style-type: none"> ▫ I CAN determine the theme of a story. ▫ I CAN explain the characters' actions from text. ▫ I CAN summarize a fictional text. <p>RL.5.3</p> <ul style="list-style-type: none"> ▫ I CAN compare and contrast characters, setting or events. <p>RL.5.5</p> <ul style="list-style-type: none"> ▫ I CAN explain the parts of a story using chapters. <p>RL.5.6</p> <ul style="list-style-type: none"> ▫ I CAN describe how a narrator or speaker's point of view influences a story. <p>RL.5.7</p> <ul style="list-style-type: none"> ▫ I CAN explain how visual elements contribute to a story. ▫ I CAN analyze how multimedia elements contribute to a story. <p>RL.5.9</p> <ul style="list-style-type: none"> ▫ I CAN compare and contrast stories from the same genre. <p>RL.5.10</p> <ul style="list-style-type: none"> ▫ I CAN read and understand fifth grade fiction. 	<p>RI.5.2</p> <ul style="list-style-type: none"> ▫ I CAN determine the main idea. ▫ I CAN explain how the main idea is supported by details. ▫ I CAN summarize the text. 	<p>W.5.3 a</p> <ul style="list-style-type: none"> ▫ I CAN introduce a narrator or characters in a situation. ▫ I CAN organize events in sequence. <p>W.5.3 b</p> <ul style="list-style-type: none"> ▫ I CAN use description and conversation to develop experiences and events. <p>W.5.3 c</p> <ul style="list-style-type: none"> ▫ I CAN show sequence using transitional words or phrases. <p>W.5.3 d</p> <ul style="list-style-type: none"> ▫ I CAN use sensory details and words to share experiences and events. <p>W.5.3 e</p> <ul style="list-style-type: none"> ▫ I CAN provide a conclusion for the narrative. <p>W.5.4</p> <ul style="list-style-type: none"> ▫ I CAN produce writing that fits the task, purpose, and audience. ▫ I CAN determine appropriate organizational strategies for a specific type of writing. ▫ I CAN produce writing that is clear and coherent. <p>W.5.5</p> <ul style="list-style-type: none"> ▫ I CAN improve my writing by planning, revising, editing, and rewriting with peers and teachers. <p>W.5.10</p> <ul style="list-style-type: none"> ▫ I CAN write on a regular basis with stamina for different tasks, purposes, and audiences. 	<p>L.5.2 a</p> <ul style="list-style-type: none"> ▫ I CAN use commas correctly to separate items in a series. <p>L.5.2 b</p> <ul style="list-style-type: none"> ▫ I CAN use commas correctly to separate an introductory element of a sentence. <p>L.5.2 c</p> <ul style="list-style-type: none"> ▫ I CAN use commas after the words yes and no to set them apart. ▫ I CAN set off a tag question from the rest of the sentence. ▫ I CAN use commas to indicate direct address. <p>L.5.2 d</p> <ul style="list-style-type: none"> ▫ I CAN use underlining, quotation marks, or italics to indicate titles of works. <p>L.5.2 e</p> <ul style="list-style-type: none"> ▫ I CAN spell fifth grade words correctly. ▫ I CAN use references to spell fifth grade words when needed. <p>L.5.3 b</p> <ul style="list-style-type: none"> ▫ I CAN compare and contrast the use of voice in stories. <p>L.5.4 a</p> <ul style="list-style-type: none"> ▫ I CAN use context clues to help me understand new words. <p>L.5.4 c</p> <ul style="list-style-type: none"> ▫ I CAN use dictionaries, glossaries, and thesauruses to help me understand and pronounce new words. <p>L.5.6</p> <ul style="list-style-type: none"> ▫ I CAN use fifth grade words correctly. 	<p>SL.5.2</p> <ul style="list-style-type: none"> ▫ I CAN summarize what I read, see, and hear.

Vocabulary				Assessments	
				Formative	Summative (Common)
<p>RL</p> <p>Chapter</p> <p>Character</p> <p>Compare</p> <p>Contrast</p> <p>Genre</p> <p>Inference</p> <p>Multimedia</p> <p>Narrator Point of view</p> <p>Story</p> <p>Theme</p> <p>RI</p> <p>Main idea</p> <p>Summarize</p>	<p>W</p> <p>Audience</p> <p>Conclusion</p> <p>Description</p> <p>Dialogue Edit</p> <p>Event Sequence</p> <p>Narrative Narrator</p> <p>Organizational Strategies</p> <p>Revise</p> <p>Plan</p> <p>Purpose</p> <p>Sensory Detail</p>	<p>L</p> <p>Compare</p> <p>Context</p> <p>Dictionary</p> <p>Glossary</p> <p>Reference materials</p> <p>Spelling</p> <p>Thesaurus</p>	<p>SL</p> <p>Summarize</p>		<p>Common Novel Assessments</p> <p>Benchmarking with Running Records</p> <p>NWEA Growth</p> <p>NWEA Skills</p>
Recommended Texts and Materials (common/individual)				Resources	
<p>Common Novels: <u>Wonder</u>, <u>Freak the Mighty</u>, <u>Blood on the River</u>, <u>Sign of the Beaver</u>, <u>My Brother Sam is Dead</u>.</p> <p>Common Teacher Pay Teacher Novel units with assessments.</p> <p>MAISA Units</p> <p>Read n Quiz</p> <p>Exact Path</p> <p>Study Island</p> <p>Classroom Libraries</p> <ul style="list-style-type: none"> • Daily Language Review (need) • Word Study Books (need) 					

Eighth Grade Math Curriculum				
The Number System	Expression & Equations	Functions	Geometry	Statistics & Probability
8.NS.1 <ul style="list-style-type: none"> <input type="checkbox"/> I CAN distinguish between rational and irrational numbers <input type="checkbox"/> I CAN write rational numbers as a decimal expansion <input type="checkbox"/> I CAN convert a repeating decimal expansion into a rational number <input type="checkbox"/> I CAN show informally that every number has a decimal expansion 8.NS.2 <ul style="list-style-type: none"> <input type="checkbox"/> I CAN compare the values of irrational numbers <input type="checkbox"/> I CAN label the approximate location of an irrational number on a number line 	8.EE.1 <ul style="list-style-type: none"> <input type="checkbox"/> I CAN recall the properties of exponents <input type="checkbox"/> I CAN apply the properties of integer exponents to produce equivalent numerical expressions 8.EE.2 <ul style="list-style-type: none"> <input type="checkbox"/> I CAN recall small perfect squares and cubes <input type="checkbox"/> I CAN identify small square roots and cube roots 8.EE.3 <ul style="list-style-type: none"> <input type="checkbox"/> I CAN convert between standard form and scientific notation <input type="checkbox"/> I CAN compare numbers written in scientific notation 8.EE.4 <ul style="list-style-type: none"> <input type="checkbox"/> I CAN solve expressions where numbers are written in both decimal and scientific notation 		8.G.6 <ul style="list-style-type: none"> <input type="checkbox"/> I CAN model a representation to prove the Pythagorean Theorem and its converse 8.G.7 <ul style="list-style-type: none"> <input type="checkbox"/> I CAN implement the Pythagorean Theorem to find the missing side length in a right triangle <input type="checkbox"/> I CAN apply my knowledge of the Pythagorean Theorem to real-world situations involving 2D and 3D figures 8.G.8 <ul style="list-style-type: none"> <input type="checkbox"/> I CAN calculate the distance between two points in a coordinate plane 	

Vocabulary		Assessments	
		Formative	Summative (Common)
Roots and Pythagorean Thm Real Numbers Integers Whole Numbers Rational Numbers Irrational Numbers Whole Numbers Natural Numbers Perfect Square Perfect Cube Square Root Cube Root Terminating Decimal Repeating Decimal Right Angle Right Triangle Hypotenuse Legs X-coordinate Y-coordinate	Exponent Rules and Sci. Notation Base Exponent Power Inequality Product of Powers Power of a Product Quotient of Powers Power of a Quotient Power of a Power Zero Exponents Negative Exponents Standard Notation Scientific Notation	Classroom discussions/Warm Up In class practice/assignments Mid-unit quiz(s)	Roots & Pythagorean Theorem Quiz (Square/Cube Roots, Classifying Numbers) Unit Assessment Exponent Rules & Sci. Notation Quiz (Product Rule, Power Rule, Quotient Rule) Unit Assessment
Recommended Texts and Materials		Resources	
Big Ideas Math (Blue)		Study Island/Exact Path Supplemental Worksheets	

Dowagiac Union Schools Curriculum Guide

Subject: Music	Grade: 1st	Term: Quarter 1
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Standard:	Vocabulary:	Assessments (Formative and Summative)	Recommended Materials:	Resources:
<p>I: PERFORM</p> <ul style="list-style-type: none"> ● ART.M.I.1.5 <ul style="list-style-type: none"> ○ I CAN follow the directions of the conductor for expressive qualities. ● ART.M.I.1.7 <ul style="list-style-type: none"> ○ I CAN repeat longer rhythmic and melodic patterns. <p>III: ANALYZE</p> <ul style="list-style-type: none"> ● ART.M.III.1.7 <ul style="list-style-type: none"> ○ I CAN begin to show my feelings about music. 	Rhythm Melody Harmony Tempo Presto Largo Dynamics Forte Piano Beat	Observation Iconic Representation Assessments Questioning Exit Tickets Performance Assessment	Music K8 Magazine Music Express Magazine CDs/ MP3s Smartboard Materials/Activities Relevant books Children's Literature Classroom Instruments Props (bean bags, scarves, etc.)	Relevant youtube clips/ videos GoNoodle Relevant Websites (Quaver Music, DSO kids, nyphilkids, etc)

ELA Grades 9 & 10 Dowagiac Union High School-Quarter 1				
Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RL.9-10.1</p> <p>□ I CAN clearly determine what the text says. □ I CAN make inferences based the text. □ I CAN cite strong and thorough evidence from the text. □ I CAN make an analysis of the text based on inferences. □ I CAN cite strong and thorough evidence to support my inferences and analyses.</p> <p>RL.9-10.2</p> <p>□ I CAN determine the theme or central idea.</p> <p>RL.9-10.4</p> <p>□ I CAN interpret the figurative and connotative meaning of words and phrases. □ I CAN analyze the impact of word choice on the tone of a text.</p> <p>RL.9-10.7</p> <p>□ I CAN compare two pieces of art from different mediums that represent the same subject or key scene. □ I CAN identify what is emphasized or absent in two different artistic representations of the same subject or key scene.</p> <p>RL.9-10.10</p> <p>□ I CAN read complex texts with guidance. □ I CAN read complex texts independently and proficiently.</p>	<p>RI.9-10.1</p> <p>□ I CAN clearly determine what the text says. □ I CAN cite strong and thorough evidence from the text. □ I CAN make inferences based on strong and thorough evidence from the text. □ I CAN identify the difference between fact and opinion. □ I CAN cite strong and thorough evidence to support my inferences and analyses.</p> <p>RI.9-10.2</p> <p>□ I CAN determine the theme or central idea.</p> <p>RI.9-10.3</p> <p>□ I CAN identify the main ideas in the text.</p> <p>RI.9-10.4</p> <p>□ I CAN identify and determine the literal, figurative (including simile, metaphor, personification, hyperbole, idiom), and technical meanings of words. □ I CAN analyze the impact of word choice on the tone of a text. □ I CAN analyze the impact of word choice on the meaning of a text.</p> <p>RI.9-10.5</p> <p>□ I CAN identify words, phrases, sentences, paragraphs, or chapters that develop key ideas or claims made by the author. □ I CAN identify the author's key claim or controlling idea.</p> <p>RI.9-10.9</p> <p>□ I CAN identify themes and concepts in seminal U.S. historical and literary documents. □ I CAN analyze how the author addresses related themes and concepts.</p> <p>RI.9-10.10</p> <p>□ I CAN read literary non-fiction proficiently with some scaffolding by the end of grades 9 and 10.</p>	<p>W.9-10.1</p> <p>□ I CAN introduce an exact claim. □ I CAN distinguish claims from alternate or opposing arguments. □ I CAN create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence. □ I CAN develop claims and counterclaims fairly and provide evidence. □ I CAN show strengths and limitations of claims and counterclaims.</p> <p>W.9-10.2</p> <p>□ I CAN develop the topic with well-chosen and relevant facts, details, quotations, or other information and examples.</p> <p>W.9-10.3</p> <p>□ I CAN engage and familiarize the reader to my narrative by introducing a problem, situation, or observation. □ I CAN establish one or multiple points of view. □ I CAN introduce a narrator and/or character. □ I CAN create a progression of experiences or events. □ I CAN use narrative techniques such as dialogue and pacing to develop experiences, events and/or characters. □ I CAN use a variety of transitions to develop a coherent sequence of events. □ I CAN use precise words and phrases. □ I CAN describe details using sensory language to convey a vivid picture. □ I CAN write a conclusion/resolution that reflects on the experience portrayed in the narrative.</p> <p>W.9-10.4</p> <p>□ I CAN produce clear and coherent writing. □ I CAN attend to organization, style, purpose, and audience.</p>	<p>L.9-10.1</p> <p>□ I CAN use parallel structure when writing and/or speaking. □ I CAN use various types of phrases such as participial, prepositional, and adverbial to convey specific meanings and add interest to writing or presentations. □ I CAN use various types of clauses such as independent, dependent, and relative to convey specific meanings and add interest to writing or presentations.</p> <p>L.9-10.2</p> <p>□ I CAN use a semicolon to link two or more closely related independent clauses. □ I CAN use a conjunctive adverb to link two or more closely related independent clauses. □ I CAN use a colon to introduce a list or a quotation. □ I CAN spell correctly.</p> <p>L.9-10.6</p> <p>□ I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level. □ I CAN independently gather vocabulary knowledge important to comprehension or expression.</p>	<p>SL.9-10.1</p> <p>□ I CAN engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts. □ I CAN determine goals, deadlines, and individual roles for discussion groups. □ I CAN describe ways to make collaborative decisions (e.g., informal consensus). □ I CAN evaluate collegial discussions and decision-making processes used. □ I CAN follow agreed upon guidelines for discussion. □ I CAN formulate opinions, ideas, and conclusions based on prior and new evidence. □ I CAN question or respond to clarity, verify, or challenge conclusions posed by others. □ I CAN compare opinions and facts posed by peers on the designated issue or topic. □ I CAN respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.</p> <p>SL.9-10.2</p> <p>□ I CAN identify information from multiple sources presented in diverse media (e.g., visually, quantitatively and orally).</p> <p>SL.9-10.4</p> <p>□ I CAN recognize clear, concise, and logical presentation of information and findings. □ I CAN evaluate supporting evidence, logical organization, development, and style for a given purpose, audience, and task. □ I CAN present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.</p>

Appendix C: Lesson Plans

Lesson Plan Guidelines			
Required Components	Details	Examples	Principal Comments
Weekly	daily	Turn in on Monday by 9:00 a.m.	
Standards	Standards including numbers can combine and do only learner outcome.	RL.4.3	
Learner Outcomes	I can statements or the learner will be able to...	I CAN describe a character (thoughts, words, actions) in depth in a story and drama.	
Assessments	Formative/Summative	Exit ticket: One word describing Jemmy.	
Activity/methodology	The Whipping Boy Read chapter 3.	SWBS format (Somebody Wanted But So)	
Resources/Materials	Textbook	The Whipping Boy	

Suggested-Grade Level and Subject Specific-Can be asked for by principal if needed.			
Component	Details	Examples	Principal Reason for requiring
Essential Questions	Big Ideas, what is being accomplished?	How do readers apply reading strategies to improve understanding and fluency?	
Groupings/Differentiation	How students are divided. How are the needs of each student met?	By learning style, ability, interest. Who set up groups?	
Methodology	Types of instruction	Lecture by teacher Class discussion conducted Discussion groups Lecture-demonstration Special field (guest speaker) Presentation by students	
Projects/Units	Developed units and projects	Part of unit of study	
Reflection	What worked well what didn't work well.	Student grades, exit tickets, behavior, test grades.	
Relevancy Interdisciplinary	How does this lesson apply to the real world? Is this lesson integrated into other subject areas?	Discuss careers that use this skill set.	



Pre-Observation Planning Form

Directions to the teacher: Respond briefly to the following questions in relation to the unit or lesson plan you are submitting. A sentence or two in response to each question is sufficient.

For Component 1a:

1. How does this lesson reflect your understanding of the structure of the discipline you are teaching? For example, if this lesson or unit represents one or more strands in the subject, what are the others? Or does it address more than one strand?

2. Are there prerequisite knowledge and skills that students must have attained before they can be successful in this unit or lesson? If so, what are they?

3. Given that many techniques are possible, why have you chosen the pedagogical approach that you have?

4. What are some typical student misconceptions (if any) about the content you are teaching? How will you address those?

For Component 1b:

1. What are the typical developmental characteristics (primarily cognitive, but also social and emotional) of students you teach?

2. Describe how students most effectively learn the content you are teaching.

3. Describe the knowledge and skills of the students for whom you are planning this unit or lesson. Has this required that you differentiate within the plan? If so, how?

4. What do you know of the interests and cultural backgrounds of the students you teach? How do you use this information in your planning of this lesson or unit?

5. How have you accommodated (if it is necessary) students with special needs?

For Component 1d:

1. What materials or resources will you use to teach this unit or lesson? Are these provided by your school or district?

2. Are you aware of any additional resources, either beyond your school or in the community, that could enrich your teaching of this content?

3. What resources are you aware of that can help you extend your own knowledge of either this content, or in how you teach it?

Artifacts

Attach any evidence you want to include. Align items to the rubric.

Artifacts 📎

Name	Upload Date	Upload User	File	
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Appendix D: Professional Development Forms

Request to Attend a Conference or Meeting

Note: In order for absence and reimbursements to be approved, this form must be signed and turned in to the Admin Building (7) business days prior to the scheduled event. No late fees will be paid for or reimbursed by the district if registrations are past deadlines.

PARTICIPANT:		BUILDING:		
NAME OF CONFERENCE:				
LOCATION OF CONFERENCE:				
DATES OF CONFERENCE:				
DATE(S) ABSENT FROM BLDG:		<input type="checkbox"/> AM	<input type="checkbox"/> PM	<input type="checkbox"/> ALL DAY
SUBSTITUTE NEEDED?		<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> AM <input type="checkbox"/> PM <input type="checkbox"/> ALL DAY	<input type="checkbox"/> OTHER:
SPECIFIC FUNDING SOURCE:				

Type of Professional Development must be completed (check one) – Additional information on reverse side

<input type="checkbox"/> School Improvement Plan PD acquired thru collegial work at bldg, district, or regional level that relates to student achievement	<input type="checkbox"/> Meeting PD acquired for advancing mentoring skills or advancing classroom skills of new teacher	<input type="checkbox"/> Workshops /Conferences PD provided by LEAs, ISDs, higher education institutions, regional Math/Science Centers, PD organization, etc.	<input type="checkbox"/> Course-work PD acquired thru continuing education courses taken for credit at an institution of higher education	<input type="checkbox"/> Highly Qualified Status Content specific PD acquired for the purpose of documenting Highly Qualified Status	<input type="checkbox"/> State-level or institution of higher ed PD acquired thru state-level or institution of higher education content-specific service or committee	<input type="checkbox"/> Virtual Learning Content specific PD acquired thru online delivery or other distance learning experiences	<input type="checkbox"/> Admin Continuing Education Leadership PD acquired for fulfilling the continuing education requirements of administrators
# Hrs.	# Hrs.	# Hrs.	# Hrs.	# Hrs.	# Hrs.	# Hrs.	# Hrs.
# Days	# Days	# Days	# Days	# Days	# Days	# Days	# Days
Type of Activity							

CHECK ONE—YOU MAY RECEIVE CREDIT IN ONLY ONE AREA. (See Master Contract or Tenure Laws for specific requirements for each category.)

- A. EUI--Educational Update Incentive [Art. 19, Sec. 8-Longevity]--Six (6) clock hours provision **MUST be outside the instructional day.** (For teachers at the top of the salary schedule only)
- B. FIFTEEN (15) DAYS of professional development for probationary teachers must be completed with first three (3) years. (A day is defined as six (6) block hours or more.) [Tenure Laws]
- C. Part of my Individual Development Plan
- D. Part of my goals/Professional Development Plan
- E. Stipend (must be approved in advance)

COST ESTIMATE

-Substitute Cost:	\$		
-Registration Fee	\$	<input type="checkbox"/> I have registered via mail/online	<input type="checkbox"/> Registration required
-Lodging Estimate	\$	(Participant pays and seeks reimbursement)	

TRANSPORTATION

-School van requested?	<input type="checkbox"/> YES	<input type="checkbox"/> NO, school van is NOT AVAILABLE
<input type="checkbox"/> I choose to drive and waive mileage		
<input type="checkbox"/> Van not available and I request mileage # of miles @ \$ per mile = \$ total		

Note: Staff need to share rides if more than one person is attending. Mileage must be approved in advance and is part of the total expenses.

	Signature	Date	
Participant			
Principal/Supervisor			→ Approved → Denied
Central Office Adm.			→ Approved → Denied
COMMENTS:			

CC: 1) Applicant 2) Administrator 3) Business Office 4) Payroll 5) PD / EUI file

Rev.8/14/14ks

**Guidelines for the Professional Learning that Qualifies for Michigan Legislative Requirements
under Sections 1526 and 1527 (January 2006)**

- Does your planned professional development serve the purpose of increasing student learning?
- Does your planned professional development align with your school improvement plan?
- Is your professional development planned, ongoing and intensive?
- Does the district support this activity in some way, such as release time or cost?
- (Professional development that is being counted as instructional time as allowed by Section 101(11), may only occur when students are not already receiving instruction.

Examples of Activities	Does it Qualify as Professional Development under Section 1526? (PD Days for New Teachers)	Does it Qualify as Professional Development under Section 1527? (PD Days for All)
Staff Meetings	No	No (unless the meeting is planned around topics of student learning, instructional strategies or curricular content)
Curriculum Development Meetings, School Improvement Committees	Yes (If you can respond affirmatively to the questions shown above)	Yes (If you can respond affirmatively to the questions shown above)
Student Groups, Action Learning, Lesson Study, Student of Student Work	Yes (If you can respond affirmatively to the questions shown above)	Yes (If you can respond affirmatively to the questions shown above)
Parent-Teacher Conferences	No	No
Athletic Coaching Clinics	No	No
Teacher Planning Time other than Team Planning Time	No	No
Records Day	No	No
Conferences/Workshops on-site	Yes (If the district pays for it or otherwise supports it and you can respond affirmatively to the questions shown above; unless it is already being counted under 1527)	Yes (If the district pays for it or otherwise supports it and you can respond affirmatively to the questions shown above)
Conferences/Workshop off-site	Yes (If it is relevant to the new teachers' classroom needs; unless it is already being counted under 1527)	Yes (If the district pays for it or otherwise supports it and you can respond affirmatively to the questions shown above)
Sessions Dedicated to Qualifying for NCA Accreditation	Yes (If it is addressed in a PDP)	Yes ((If you can respond affirmatively to the questions shown above)
University or College Class	Yes (If it is paid for or otherwise provided by the district and if it is relevant to the classroom needs of the new teacher)	Yes (If the district pays for it or otherwise supports it and you can respond affirmatively to the questions shown above)
Mentoring of the New Teacher	Yes (In the case of receiving mentoring but not in serving as a mentor)	Yes (In the case of the veteran teacher providing formal mentoring)
Student Teacher Supervision or Cooperative Teacher to a Student Teacher	N/A (Teachers in their first 3 years in the teaching profession do not usually serve in this role)	Yes (If the district pays for it or otherwise supports it and you can respond affirmatively to the questions shown above)
Online Courses Focusing on Curriculum Content and/or Pedagogy	Yes (If it is paid for or otherwise provided by the district and if it is relevant to the classroom needs of the new teacher)	Yes (If the district pays for it or otherwise supports it and you can respond affirmatively to the questions shown above)
Service on a state-level University or College Task Force or Work Group	N/A (Teachers in their first 3 years in the teaching profession do not usually serve in this role)	Yes (If the district pays for it or otherwise supports it and you can respond affirmatively to the questions shown above)

Summer Professional Development Proposal

Dowagiac Union Schools is committed to building and supporting the highest quality of K-12 professional development, curriculum and instruction. We believe that our efforts will improve our student's academic achievement. Please submit the attached form to your building Principal or Administrative Department Chairperson for approval. Final approval will be given by the Deputy Superintendent.

Professional Development Guidelines:

1. The building Principal and/or the Administrative Department Chair **must approve** all professional development before the Deputy Superintendent will consider the request.
2. The "Professional Development form" (attached must be submitted and approved by the Deputy Superintendent/Superintendent **IN ADVANCE**.
3. A request to attend a conference/professional development form must be submitted in advance for each staff member attending.
4. The "Professional Development Form" **MUST** include the following:
 - a. Agendas outlining anticipated activities
 - b. Clear **MEASURABLE** objectives
 - c. The professional development must produce a product that assists children to increase their achievement as measured through our standardized assessments thus meeting the state's content and performance standards.
 - d. The professional development must integrate new learning and higher level thinking into instruction, curriculum and assessment.
 - e. A presenter must be included or the work of a presenter/leading scholar must be named.
5. After all paperwork is submitted, **STIPENDS** for participants will be awarded as follows:
 - a. ***\$80.00 per day (6 hours) \$40.00 per half day (3 hours) (must work in 3 hour increments)***
 - b. EUI credit is available with prior approval.
6. At the conclusion of the summer curriculum work, the group must submit a **WRITTEN SUMMARY** of the activities (see form) and verification of attendance.

Complete the proposal, submit it to the appropriate person for approval, and then forward it Dawn Conner

2020 PROFESSIONAL DEVELOPMENT REQUEST FORM

Department/Grade Level/Group: _____

Administrator Responsible: _____

Work Schedule (Include dates and times): _____

Meeting Location: _____

Presenter or Work of Scholar: _____

- Extension of year PD focus
- SLOP learning
 - Science Coaching
 - Career Readiness
 - Strategies for Working with students in Poverty
 - Engagement
 - Education Technology
 - _____

Agendas: Attach an agenda for each daily session.

Objectives (check all that apply):

- to deepen understanding of teaching technique (Inquiry questioning, vocabulary building, language acquisition through peer to peer collaboration & discussion
- to research best practices to decrease learning gaps of struggling students
- to investigate technology integration
- to develop strategies to improve student learning by increasing student engagement.
- to develop classroom norms, instructional practice and curriculum adjustments that improve student outcomes for students living in poverty.

Goals for the work:

Completion (Measurable) Evidence to be achieved:

1. _____

2. _____

3. _____

4. _____

PROFESSIONAL DEVELOPMENT REQUEST FORM cont....

Names of Participants	Days/Dates	Stipend or EUI

Signature of Person Completing Form: _____

Person	Signature	Yes	No
Administrative Chair			
Deputy Superintendent			

POST PROFESSIONAL DEVELOPMENT FORM

Attach Agendas

Summary: _____

Name of Participants	Days/Dates	Stipend or EUI	Signature

Verifying Signature _____ **Date:** _____

Appendix E: District School Improvement Plan

This school template has been provided to building administrators to assist in providing a focus on school improvement efforts. Professional development should be intentionally focused on the needs and direction of the school. It is led by data and the goals of the school and district.

There are FOUR components of the Professional Development Plan as described below.

Professional Learning Goals – To identify the annual goals of the school, it will be important to review and analyze student achievement data and teacher evaluation results. Goals written should be SMART goals.

Professional Learning Activities – some professional learning activities may address more than one goal. As activities are determined, consider how you will follow up to further deepen the learning and application of this new knowledge. A natural part of this is to ensure teacher reflection as well as reflection/evaluation of the activities planned. A continuous review of data will also reveal effectiveness of the activities.

Essential Resources – What materials and resources will be essential for the implementation of the school-level plan?

Progress Summary – Clearly define the evidence that will demonstrate effective professional development, educator growth, and improvement in student achievement.

District Professional Development Plan

Dowagiac District/Building Professional Development 2020-2021						
Date	Time	Staff	Location	Format	Content	Purpose:
8-26-20	8-11	K-2 *	Kincheloe	Live - Josh	Seesaw	To learn how to use Seesaw in a hybrid teaching environment.
8-26-20	8-11	3-5 *	Pat Ham	Live Webinar	Waggle & Google Classroom	To learn how to use Waggle & Google Classroom in a hybrid teaching environment.
8-26-20	8-11	6-12	Buildings	Live	Staff Meetings	
Date	Time	Staff	Location	Format	Content	Purpose:
8-27-20	8:30-3:30	K-12 -& Paras	Buildings	Live Webinar	Zones of Regulation	District wide implementation of A Framework Designed to Foster Self-Regulation and Emotional Control
Date	Hours	Staff			Content	Purpose:
8-28-20	8-11	K-5	Elem Building-TBD	Grade Level Small Groups	Grade Level Meetings	Grade levels will meet to discuss implementation of tools and curriculum adjustments.
8-28-20	12-3	K-5	Buildings	Live	Staff Meetings	
8-28-20	8-3	6-12	DMS	Small Groups	Technology Sessions & Department Meetings	To learn how to use tools like Google Classroom, Ed Puzzle, Seesaw in a Hybrid teaching environment. This work will be done in a PLC environment where teachers are leading groups. In addition, departments and grade levels will meet to discuss implementation of tools and curriculum adjustments.
Date	Time	Staff			Content	Purpose:
8-31-20	8-3	K-12	DMS	Dept. & Grade Level Groups	How to use a Learning Management System to improve Instruction in a Hybrid teaching environment.	To learn to use the LMS system to improve Hybrid Instruction. To develop blueprint in each grade level and department to improve consistency.
Date	Time	Staff			Content	Purpose:
9-1-20	8-3	K-12	DMS	Dept. & Grade Level Groups	LMS Application by Grade Level and Department. Best practices in Online Instruction will be presented.	To work in grade level and departments to develop best practices for online learning.
1-18-21	8-3	K-12	TBD	TBD	TBD	TBD

• K-5 Special Education and Specials teachers attend either Seesaw at Kincheloe or Waggles at Pat Ham. Please e-mail principal your choice.

