

Helena-West Helena School District

305 Valley Drive

Helena-West Helena, AR 72342

870-338-4425 (p)

870-338-4411 (f)

<http://hwh.grsc.k12.ar.us>

Approved Date _____ Superintendent's Signature _____

DISTRICT NAME: Helena-West Helena School District

SUPERINTENDENT: Mr. John Hoy

DUPTY SUPERINTENDENT: Ms. Phyllis McDonald

ADDRESS: 305 Valley Drive

PHONE: 870-338-4425

FAX: 870-338-4411

YEAR(S) PLAN IS EFFECTIVE: 2014-2016

Revision Dates	

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Mission

The mission of the Helena-West Helena School District is to produce graduates who are fully prepared for life after school as productive, responsible and caring citizens.

Goals & Measures: What We Really Mean By Our Mission

- Ensuring our graduates are “fully prepared for life after school” will enable them to be “productive” citizens. To do this, there are two distinct things we need to help them do: Achieve academically and develop the character and life skills necessary to succeed. We address our desire to graduate “responsible and caring” citizens through a separate set of goals around good citizenship.
- What follows is a list of metrics we’ll use to evaluate our progress toward becoming the school district we want to be. The goals listed are our ultimate aspirations – they may not be achieved in a month or a year, but they are the goals that once reached we can all look at our school district and say, “We have arrived. We have the school district we desire for ourselves and our community. It is a school district of which we are proud.”
- The metrics and goals for each are as follows:
 - Part 1: Fully prepared for life after school
 - Part 1A: Academic Achievement (incl. critical thinking)
 - Goal: Our students’ State mandated assessment scores will exceed state average on all exams.
 - Goal: The percentage of our college-going graduates that require remediation will be lower than the state average.
 - Goal: At least 75% of our students will take the ACT before graduating.
 - Goal: The composite ACT score for graduating seniors that plan to attend college the next year will exceed the state average for ACT composite scores¹.
 - Goal: At least 25% of our students will graduate having acquired a Career Readiness Certificate².
 - Goal: Our graduation rate will meet or exceed the state expectation (currently 84%)
 - Goal: The percentage of students who graduated and then enrolled in an Arkansas college the following fall³ will exceed the state average.
 - Goal: 95% of our graduates will have secured a respectable post-secondary option for themselves (i.e. either have enrolled in a post-secondary school / training program, have a job, or have secured a military acceptance).
 - Part 1B: Acquisition of Key Life Skills⁴

¹ This will be done by asking each graduating senior if they plan to go to college the next year. For those that say yes, we’ll pull their ACT composite scores and average them. ² This aligns with the ACT Work Ready Communities programs goals for the % of members of the “emerging workforce” (i.e. high school and college students) that have earned this certification. ³ As measured by report produced by the Arkansas Department of Higher Ed, plus supplemented by any factual knowledge we have of out of state enrollments. ⁴ Among some of the following listed life skills are values and/or attitudes that were considered important and worth articulating, but difficult, if not possible, to measure. Consequently, the items listed in italics are items we want to declare that we care about developing, but for which we have not established a goal (because of the aforementioned difficulties in measuring success). ⁵ Will we have trouble measuring this? It’s important though so we don’t create a perverse incentive to just jack up grades by fiat.

- Good Work Ethic
 - Goal: Our district-wide GPA will be 3.0 or greater, without a corresponding increase in grade inflations.
 - Goal: The average number of tardies per student will be less than the state average.
 - Goal: 90% of students of all ages will meet the attendance criteria of the Arkansas Scholars Program (95% attendance).
 - Goal: 75% of students will graduate as Arkansas Scholars.
 - Soft Skills
 - Goal: 75% of graduates will have passed the ACT Soft Skills Assessment (or other relevant assessment TBD).
 - *Ability to get along / work with others / work in teams*
 - *Ability to follow-through (i.e. to do what you agree to do, by when it's supposed to be done)*
 - *Understand the hidden rules of the workplace well enough to thrive there*
 - Values / Attitudes / Habits Necessary for Success
 - *Honesty (the ability to consistently tell the truth)*
 - *Integrity (having a moral and ethical compass)*
 - *Personal courage*
 - *Adaptability*
 - *Self-sufficiency*
 - *Self-discipline*
 - *Commitment to quality / excellence (i.e. a belief in doing something right the first time)*
 - *Commitment to finishing what they start*
 - *Growth mindset (incl. a commitment to lifelong learning / growth)*
 - *Accountability*
 - *Willingness to work hard*
 - *Self-confidence / pride in selves*
 - *Ambitious / have a drive to be more*
 - *Grit*
 - *Perseverance*
 - *Curiosity*
 - *Conscientiousness*
 - *Optimism*
- Part 2: Good Citizenship
 - Lawful: Our graduates follow the laws of society and of our community.
 - Ideal Goal: The percentage of graduates that have been convicted of crimes will be lower than statewide average for individuals in the same age range (perhaps 18-24)⁶.
 - Proxy Goal: The percentage of students that have been arrested by Grade 12 at any time while they were still in school⁷ will be lower than the statewide average.
 - Good Character: Our students are good people with good values. They treat others and their community with dignity and respect.
 - Goal: 80% of students will graduate having passed the assessment associated with the character development curriculum we select.
 - Engaged Citizens: Students are proud of and invested in their community, to the point of feeling a sense of service or duties.

- Goal: 95% of graduates will be registered to vote.
- ▣ Interim measures (that can be used to assess whether we're on track to reach the goals above)
 - Goal: 90% for both Elementary/Primary and High School students will participate⁹ in community service¹⁰.
 - Goal: 90% of high school students and 50% of primary/elementary school students will participate in at least one voluntary extra-curricular activity in a given year.
 - Goal: 10% of students in all grades will take on a voluntary, school-based leadership role.
 - Goal: The percentage of students in grades 6, 8, and 10 that have been arrested will be lower than statewide average.
 - Goal: The percentage of students receiving disciplinary referrals OR the average number of referrals per student (specific measure to be determined) will be lower than the state average OR lower than the average of a series of selected high-performing schools, whichever is more reasonable to measure.

⁶ This is the ideal measure, but may be too difficult to measure practically. ⁷ To be determined from APNA survey. ⁸ It would be ideal to have a goal in which we would measure the extent to which students demonstrated this engagement in the years following their graduation (e.g. what % of them did community service or volunteered for a good cause, % of students that eventually take on leadership positions in whatever community they are in). However, as this will be very difficult to capture this information, we look to the simple voter registration measure and also to interim measures which are easier for us to capture while they are in school (see below). ⁹ We will need to come up with a bar to establish how much activity merits "participation." Is it just one activity or action per year? ¹⁰ Naturally, the nature of the activities would be different at different age levels.

(The Curriculum Development Committee will re-visit the District's Vision to ensure the Curriculum Development Plan is aligned with the District's Mission, Vision, Goals, and Core Beliefs).

Curriculum Purpose

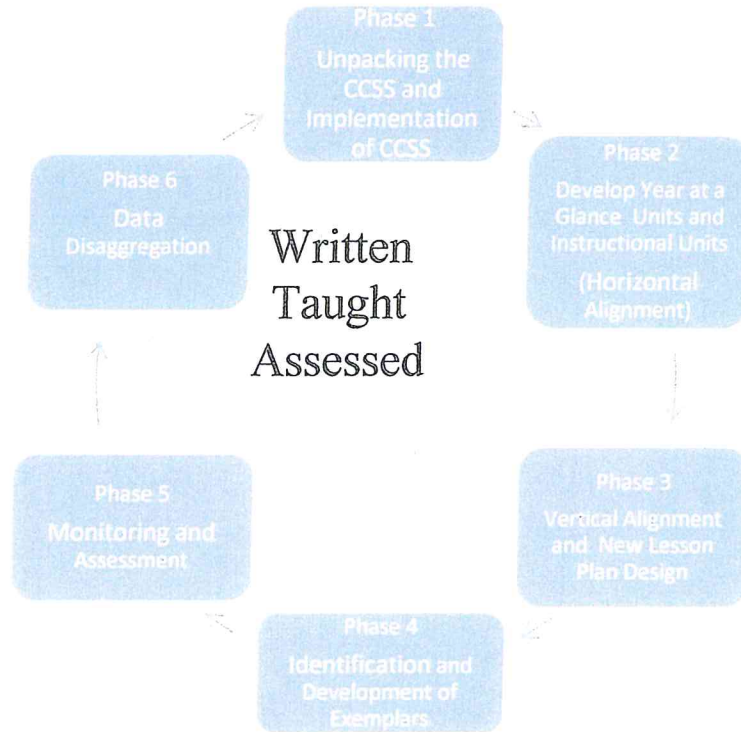
The essential purpose of a school system is to educate all students to high levels through quality teaching and learning. The Helena-West Helena School District (HWHSD) is committed to continuous improvement of the teaching and learning process so that students will have the knowledge, skills, concepts, processes, and attitudes to function successfully in society. In the Helena-West Helena School District (HWHSD), the curriculum will be designed and delivered using an approach that includes the following premises:

1. All students are capable of striving towards excellence in learning.
2. Success influences self-concept; self-concept influences learning and behavior.
3. The instructional process can be adapted to improve learning.
4. Schools can maximize the learning conditions for all students through clearly stated expectations of what students will learn, high expectations for all students, short- and long-term assessment of student achievement, and modifications based on assessment results.
5. Successful student learning must be based on providing appropriate educational experiences at rigorous levels of challenge to ensure maximum student achievement.
6. High levels of student achievement are the benchmarks for effective curriculum and instruction.

The purpose of the Helena-West Helena Curriculum Plan is to provide a framework for the alignment of the written, taught, and tested curriculum. This comprehensive plan provides the structure to ensure quality control of the designed and delivered curriculum, internal consistency, and resources necessary to address the district's mission, vision, and goals. The plan also conveys the procedural intent of the district leadership with respect to curriculum development, adoption, implementation, evaluation, and revision. It provides clear direction for students, parents, teachers, and administrators in the system, establishing a framework that outlines guidelines and procedures for the design, delivery, monitoring, and evaluation of curriculum.

The Curriculum Development Phases

Ongoing, the curriculum is being developed on a 6-phase implementation schedule.



Phase 1 – Unpacked the Common Core State Standards and Implementation of CCSS

- ❖ Training in District, GREC, area training, and State Training
- ❖ Site Visits to area schools

Phase 2 – Developed Working Curriculum Modules

- ❖ Developed first drafts of curriculum modules with ongoing expansions of documents
- ❖ Developed Unit Modules and Lesson Plan format
- ❖ Developed Literacy and Mathematical Practices for class display
- ❖ Used Dropbox Website to house Curriculum Modules
- ❖ 2015 HWHSD will house curriculum modules in electronic files.
- ❖ 2015 and every year thereafter, Curriculum documents will be posted on the District website.

Phase 3 – Vertical Alignment and Specificity

- ❖ Ensured TLI Assessments are aligned with curriculum Modules
- ❖ 2014 Re-activated District Curriculum Committee
- ❖ Establish vertical teams for each core subject area, consisting of a representative from Pre K through grade 12 for District-Level Vertical articulation
- ❖ Add specificity to each objective to clarify the learning target.
- ❖ Revise curriculum modules

Phase 4 – Development/Identification of Exemplars

- ❖ Insert Performance tasks into lessons
- ❖ Develop/select model exemplars for lessons

Phase 5 – Monitoring and Assessment

- ❖ Re-activated District Staff Campus Classroom Walkthroughs with campus feedback
- ❖ Develop District Administrator Team (A Team) response to principals on TLI areas of deficiencies (e.g. relating to content taught or not taught, peer modeling, co-teaching, curriculum adjustment, etc.)
- ❖ Administer pre and post tests for TLI or other skills/content taught (e.g. TLI Test Bank)
- ❖ Training (Edcite) on Performance based Assessments in January 2015
- ❖ Training (Edcite) on Technology tools integration in January 2015

Phase 6 – Data Disaggregation

- ❖ Provide a continuous, on-going process (State assessments, district TLI assessment data, campus level AR, Waterford, Diebels, ITBS, ACT, CTE ,and other data sources).
- ❖ Disseminate data.

Curriculum Review Cycle

The core subjects of English Language Arts, Math, Science, and Social Studies will be reviewed annually. Health, Physical Education, and Foreign Language will be reviewed every other year. Fine Arts and Career and Technology will be reviewed twice in the six year review cycle.

The cycle of review will be as follows:

Courses	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
English Language Arts	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X
Science		X	X	X	X	X
Social Studies		X	X	X	X	X
Health		X		X		X
Physical Education		X		X		X
Foreign Language		X		X		X
Fine Arts			X		X	
Career and Technology			X		X	

This review cycle is for planning purposes. The cycle will be modified to reflect any changes in the state assessment system or in the local TLI assessment. All other courses will be reviewed every other year.

Curriculum Review Process

The curriculum review cycle will include four components: 1. Aligning and writing curriculum; 2. Implementing textbooks and other instructional materials to deliver the curriculum; 3. Evaluating curriculum implementation using assessment data; 4. Revising curriculum in accordance with the results of evaluation.

Component 1: Aligning and Writing Curriculum

During this phase, district and campus staff reviews the district philosophy, mission, and goals, as well as the curriculum design philosophy. Grade level or course teams will meet in May to analyze the assessment data and to make recommendations for adjustments to the curriculum according to the results of the data. Teams will consider issues of mastery and complexity of learning within their grade level or course. Following these meetings, subject area committees will consider the recommendations of these teams and will review and revise the curriculum for horizontal and vertical alignment with respect to the data. Revised curriculum documents will be submitted for publication by June 30.

Component 2: Adopting and Implementing Textbooks and Instructional Materials

During this phase, the instructional materials are reviewed. The District will review and purchase textbooks and materials as needed. Teacher committees will use district criteria to evaluate the state approved resources in comparison to the district's mission, vision, goals, and objectives. This will be completed between October and March of each year. A selection will be made based on the tightest alignment between materials and district objectives and on the effectiveness of teaching materials. Materials will be recommended to the Board of Education for district purchased and will be ordered no later than May. Arrangements for training in the use of the materials will be made prior to the start of the next academic year.

Component 3: Evaluating Curriculum Implementation Using Assessment Data

The revised curriculum content and new materials will be implemented each fall by each grade level and subject area respectively to the updates and district selections. Data from local and state assessments will be used to determine effectiveness of the curriculum documents and instructional materials.

Component 4: Revising Curriculum

District and campus administration will analyze assessment data and will share the analysis with grade level and course teams. Teams will submit recommendations for curriculum revisions to the building level District Curriculum Representative. Document revisions or adjustments, such as clarification of objectives, resource references, or suggested activities will be ongoing and will be discussed in the District's Curriculum Committee monthly meetings. District assessments will be analyzed for alignment with the written curriculum. All documents will be published by August 3rd of each year.

Format and Components of Curriculum Guides: Requirements for Quality Curricular Control

- (1) A rigorous *written* curriculum, in clear and consistent form, for application by teachers in classrooms or related instructional settings.
- (2) A rigorous *taught* curriculum that is shaped by and interactive with the written one.
- (3) A rigorous *assessed* curriculum that is linked to both the taught and written curricula and that includes the tasks, concepts, and skills for student learning.
- (4) Technology, used for instruction, assessment, management, and the support of teaching and learning, is also an integral component.

Format of Curriculum Guides, at a minimum, will consist of the following documents:

- Scope and Sequences
- Curriculum Maps
- Vertical Documents (for core subject areas)
- District TLI Assessments
- District Benchmarks

Curriculum Guides also may contain:

- Subject area vocabulary charts
- Course syllabi
- Deconstructed Performance Tasks

Components of Curriculum Guides at a minimum, will contain the following components:

- Aligned Student Objectives
- Aligned with State Assessments
- Provide focus (coordination) and connection (articulation)
- Provide order, sequence, and definition
- Provide for basic skills as well as higher order skills
- Integrate appropriate technology applications

- **Aligned Instructional Strategies**
- Use research-based practices and methodologies
- Show evidence of developmental appropriateness
- Use appropriate levels of depth and complexity

- **Aligned Instructional Resources**
- Aligned with objectives and instructional strategies
- Use appropriate levels of depth and complexity

- **Aligned Curriculum Assessments**
- Aligned with objectives
- Measure student progress
- Guide teachers' instruction at appropriate levels of depth and complexity
- Guide teachers' instruction for appropriate context
- Guide students' learning
- Guide district/campus improvement of curriculum alignment and programmatic decisions

Monitoring the Curriculum

Curriculum monitoring is an evaluation process that occurs during every phase of the curriculum development cycle. *All* instructional staff members are responsible for monitoring the curriculum to ensure that the written, taught, and tested curricula are aligned. Teachers monitor through continuous evaluation of student performance data. Teachers identify the instructional needs of individual students and of groups of students and then modify instruction based on these needs. Throughout the year, teachers track the written curriculum, making notations for possible revisions to the written curriculum. Subject area departments or campus teams use data as a basis for collaboration and planning. As the instructional leader of the campus, the principal has the primary responsibility for monitoring the implementation of the written curriculum. Monitoring should occur through the following:

- Analysis of district and state assessment data
- Review of lesson plans and curriculum documents
- Individual conferencing
- Formal and informal observations/Academic Audits
- Department or campus team meetings
- Classroom Walkthroughs

Campus curriculum coaches also are critical staff members in the monitoring process by stressing the importance of the written curriculum, by ensuring that resources are available, and by providing needed staff development in collaboration with School Improvement. District administrators monitor the curriculum through data analysis and provide periodic reports to the Superintendent and the Board that project actions and summarize accomplishments.

Communication Plan

The HWHSD Curriculum Communication Plan is founded on the principle that communication is a social process based on openness, sharing, and participation. Communication must recognize and leverage people's need for knowing and relating. Communication must be open, flowing vertically and horizontally throughout the organization. Communication must encourage and utilize user-created-content. The purpose of communication is not just to convey information, but to influence behavior. It influences behavior by persuading people to take action toward the organization's objectives. This communication must be continuous and consistent. Based on these principles, the communication of the curriculum takes place in every stage of design and delivery.

Initial Design The first stage of curriculum design is the primary responsibility of the School Improvement Department. These staff members develop the Curriculum Management Plan, along with the curriculum templates. The design plans are communicated first to the District Leadership Team and then to the campus principals and campus curriculum coaches. In collaboration with campus administrators, School Improvement establishes curriculum development teams for each grade level and/or subject area and selects facilitators for each team. On the elementary level, teams consist of teachers representing every campus and every subject area. On the secondary level, all teachers are assigned to an appropriate subject area team. Team members and facilitators are notified of their selection by School Improvement.

Professional Development Team facilitators and campus curriculum coaches participate in training conducted by School Improvement staff. This training includes an overview of the design process, the curriculum templates, the timeline for development and implementation, document management, and curriculum vocabulary.

Curriculum Writing One of the tenets held by HWHSD is that curriculum is created *for* the teachers *by* the teachers. Another belief is that the *process* is sometimes as important as the *product*. For these reasons, all teachers in HWHSD are involved in the curriculum development process. Along with the development of curriculum documents, the curriculum Saturday workdays facilitate the sharing of ideas, instructional strategies, organizational strategies, assessment methods, and resources. Teachers also feel an ownership of the curriculum, because they are the primary developers.

Curriculum Publication Completed curriculum documents are published through the HWHSD Web site. All district personnel have access to these documents.

Curriculum Implementation and Monitoring Principals and Instructional Facilitators at the campus level discuss curriculum delivery at staff meetings, PLCs meetings, during planning time, at grade level or department meetings, and with individual teachers following walk-through and formal observations. Following each District assessment, all administrators participate in strategic communication based on curriculum documents, assessment data, and instructional strategies.

Glossary of Terms Curriculum

Curriculum in the Helena-West Helena School District is defined as the knowledge, skills, concepts, processes, and attitudes to be taught and learned at the appropriate levels/area or in courses in our schools. The word curriculum refers to what is written, taught, and tested.

Curriculum alignment is the *coordination*, or horizontal alignment, of what is written, taught, and tested within a course, within a grade level, and from school to school. It also is the *articulation*, or vertical alignment, of the curriculum from PreK-12.

Written curriculum is defined as those standards, goals, and objectives students are to achieve and teachers are to teach. It contains knowledge, concepts, and skills which are aligned to state standards; developed assessments; suggested timeframes; and aligned resources.

Taught curriculum refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of study, lesson plans, and/or approaches to instruction for teaching the written curriculum. Teachers follow the courses of study and instructional materials provided by the District, the essential knowledge and skills for each subject mandated by the state, and the scope and sequence developed by teachers and approved by the district.

Tested Curriculum is that portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum. Teacher-made tests, district assessments and state assessments are congruent with what is written and taught.

Curriculum Design refers to the act of creating the curriculum via specifications or templates.

Curriculum delivery refers to the act of implementing the curriculum, along with the identification of professional development procedures to assist in this implementation. Context Alignment Instruction and assessment are aligned with the format or testing protocol students must follow for success on an assessment.

Test Deconstruction is the act of taking test items and breaking them into smaller components, skills, knowledge, and content for teaching in smaller pieces and from which to adjust the curriculum or the work plan so teaching changes as a result. Deconstruction also involves the analysis of context.

Data disaggregation refers to the act of analyzing student achievement data and other learning data to guide instruction, set goals, and monitor programs and curriculum.

Appendix A

Curriculum Calendar

January

Program of Studies and Course Guide revised and published
Student course selection process begins
Textbook adoption process begins
Textbook adoption committee begin formal evaluation of potential textbooks
District-wide professional development planning begins
Assessment Planning Team meets

February

Textbook adoption committee makes recommendations
Curriculum/Instructional PD Needs Assessment
Handbook Committee Convened
Submission of professional development offerings for upcoming school year

March

Textbook and instructional materials recommendations submitted to Superintendent for Board adoption
New course submissions/changes to Curriculum Committee for recommendation to Superintendent for Board Approval

April

Grade level/course teams evaluate and make curriculum recommendations
Curriculum Review
Curriculum Revisions (on-going)
TLI Curriculum Mapping Work Sessions

May

Curriculum Revision: Saturday Curriculum Workdays
TLI Curriculum Maps Input Into TLI System

June

Revised curriculum documents submitted by June 30

July

Publication of District Assessment Calendar

August

Curriculum documents published by August 3rd
Professional development – textbook adoption
Professional development – new teacher Induction
Professional development – district-wide conference
Professional development – Teacher Assistance
SPED Saturday Curriculum Workday

September

Begin District Curriculum Committee Meetings
Test deconstruction team meetings begin
Instructional strategies reviewed
Textbook review Committee determined as needed

October

Begin Vertical Content District Workdays

Data Analysis for Curriculum Monitoring (on-going)

November

Textbook adoption process begins (as needed)

Curriculum Progress Monitoring

Begin Revision of Course Descriptions

December

Revise Course Descriptions

*District-wide Quarterly Data Workdays are to be determined

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