CHEWELAH
SCHOOL DISTRICT 36

Board of Directors' Work Session
March 7, 2024 at 6:30 PM
District Office, 210 N Park St.

1. Call meeting to order

2. Flag salute

3. Modifications to the agenda

4. Approval of the agenda

5. Superintendent report

6. Approve Easement for Road Right of Way and Utilities for North 6th Street East (pink)

7. District assessment report – Director of Student Support Services Erin Dell

8. Review draft Curriculum Management Plan (lavender)

9. Next meeting – Special Meeting, March 14, 2024, 4:00 PM, online professional learning communities training

10. Adjourn

Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office, at 509-685-6800, ext. 1002, no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

~~DEDICATION OF~~ EASEMENT FOR ROAD RIGHT OF WAY AND UTILIT~~Y~~IES ~~EASEMENT~~ FOR NORTH 6th STREET EAST

In consideration of the mutual covenants herein stated, and ~~other~~ valuable consideration, the Grantor, CHEWELAH SCHOOL DISTRICT NO. 36, a Washington municipal corporation, does hereby ~~dedicate~~ convey and quitclaim, and the Grantee, CITY OF CHEWELAH, a Washington municipality, does hereby accept, a perpetual non-exclusive road right of way easement for North 6th Street East, which road right of way is described as follows:

Assessor's Tax Parcel No.: PT of 8977519

All that part of the NWl/4 of the NEl/4 of the NWl/4 of Section 13, Township 32 North, Range 40 East, W.M., more particularly described as follows:

The West 30 feet of the NWl/4 of the NEl/4 of the NWl/4 of said Section 13, less the existing roadway along the North of said Section 13, more particularly described as follows:

Commencing at the Northwest corner of said Section 13; thence North 86°56'07 East, a distance of 1,347.26 feet; thence South 02°29'39 East, a distance of 30.00 feet to the South line of the right of way of Lincoln Avenue and the Point of Beginning; thence South 02°29'39 East, a distance of 632.48 feet to the North line of an existing road easement recorded in Book 43, page 23; thence South 87°04'33 West, a distance of30.00 feet along the North line of said existing road easement to the West line of the NWl/4 of the NEl/4 of the NWl/4; thence North 02°29'39 West, a distance of 632.40 feet, to the South right of way line of said Lincoln Avenue; thence North 86°56'07 East, a distance of 30.00 feet along said South right of way line of Lincoln Avenue to the Point of Beginning.

Attached as Exhibit A is a map depicting the 6th Street road right of way easement granted.

Grantee CITY OF CHEWELAH shall be solely responsible for any and all costs associated with the construction, improvement and maintenance of the property ~~dedicated~~ for the North 6th Street East road right of way easement.

Further, in consideration of the mutual covenants herein stated, and other valuable consideration, the Grantor, CHEWELAH SCHOOL DISTRICT NO. 36, does hereby ~~grant~~ convey and quitclaim to the Grantee, CITY OF CHEWELAH, a Washington municipality, a~~n~~ non-exclusive easement for all utilities fifteen feet (15') in width, over, under and along the following described real property:

~~Dedication~~Easement – 1

Assessor's Tax Parcel No.: PT of 8977519

All in that part of the Ne1/4 of the NW1/4 of Section 13, Township 32 North, Range 40 East, W.M., more particularly described as follows:

The East 15 feet of the West 45 feet of the Ne1/4 of the NW1/4 of said Section 13, less the existing roadway along the North of said Section 13, more particularly described as follows:

Commencing at the Northwest corner of said Section 13; thence North 86°56'07" East, a distance of 1,347.26 feet; thence South 02°29'39" East, a distance of 30.00 feet to the South line of the right-of-way of Lincoln Avenue and the Point of Beginning; thence North 86°56'07" East along the South line of said Lincoln Avenue right-of-way, a distance of 15.00 feet; thence departing said South right-of-way line, South 02°29'39" East, a distance of 1,295.10 feet to the South line of the Ne1/4 of said Section 13; thence South 87°12'59" \Vest, a distance of 15.00 feet along the South line of the Ne1/4 of the NW1/4 of said Section 13 to the East line of an existing road easement recorded in Book 43, page 23; thence North 02°29'39" West, a distance of 1,294.95 feet to the South right-of-way line of said Lincoln Avenue and the Point of Beginning.

Attached as Exhibit B is a map depicting the utility easement granted.

This easement grant shall include the right to install any and all utilities in the easement area, and for such other uses of the easement area as the Grantee may deem appropriate, i.e. walking path, pedestrian use. All costs associated with the installation, construction, improvement, maintenance and upkeep of the utility easement shall be the sole responsibility of the Grantee.

The Road Right of Way and Utility Easement granted herein shall run with the land and be binding upon the parties hereto, their successors and/or assigns, and is subject to the following.:
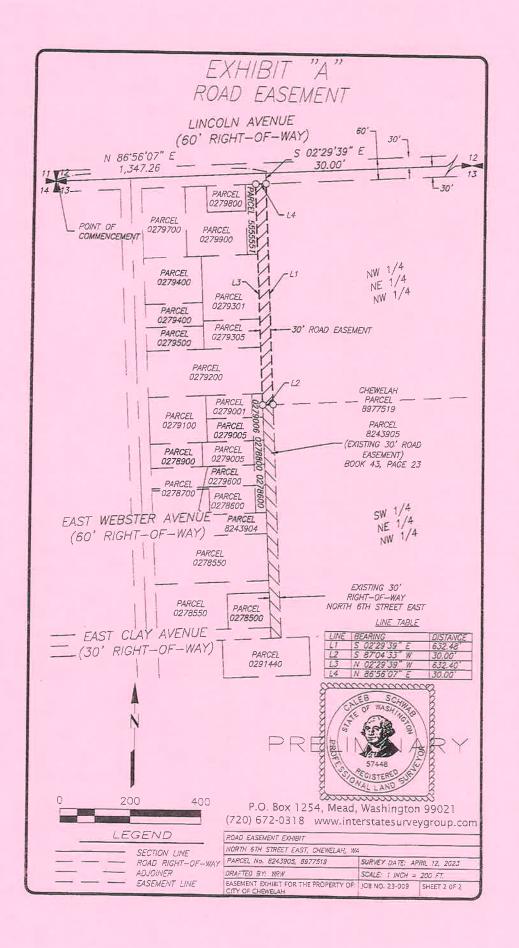
1. The Grantee shall have the right of access across the Grantor's property for the purpose of constructing, erecting, maintaining, repairing, altering, improving, removing, and operating the easement for the road right of way and utilities. Before any work in the easement areas by the Grantee or its contractors or agents, the Grantee shall submit a written notification for the same to the Grantor. No such work by the Grantee shall be commenced without the Grantor's prior written approval, which approval shall not be unreasonably withheld, provided, however, that in the event of an emergency requiring immediate action by the Grantee for the protection of its facilities or persons or property, the Grantee may take such action upon such notice to the Grantor as is reasonable under the circumstances. The Grantee shall coordinate the dates of its construction or other activities on the Grantor's property with the Grantor. The Grantee shall exercise its rights hereunder so as to minimize interference with the Grantor's use of the property. The Grantee shall at all times exercise its rights herein in accordance with this easement agreement and in compliance with all applicable ordinances, codes, rules, and regulations of any public authority having jurisdiction.

2. The easement for the road right of way and utilities is non-exclusive; provided, however, the Grantor shall not grant or convey any new interest in the easement areas that materially conflicts with the rights, privileges, and interest of the Grantee under this easement. The Grantor hereby reserves and retains all other property rights in and to the easement area, including without limitation, the right to use the easement area for any purpose, so long as such use does not unreasonably interfere with Grantee's rights.

3. The Grantor covenants that no structure will be erected or permitted within the easement that would materially interfere with the rights and privileges herein granted.
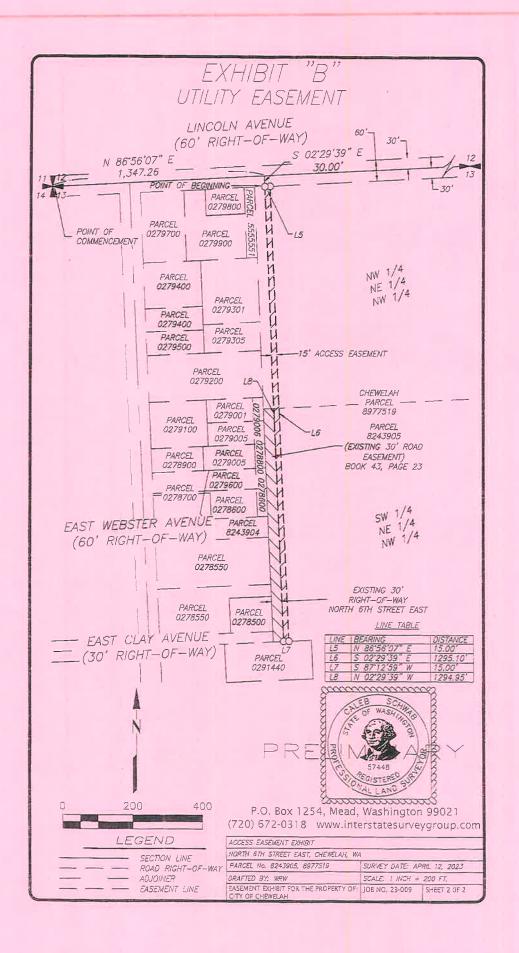
4.   The Grantee agrees that the Grantor shall not be subject to any latecomer agreements, recovery contracts, reimbursement agreements, assessment reimbursement agreements, or other similar agreements related to the expenses associated with any infrastructure installations within the easement areas.

5.   Each individual executing this easement agreement represents and warrants that they are duly authorized to execute and deliver it on behalf of said party and that this instrument is binding upon the said party in accordance with its terms.

Dated this day of _____, 20234.

GRANTOR: GRANTEE:

CHEWELAH SCHOOL DISTRICT NO. 36   CITY OF CHEWELAH

By: _____   By: _____
                                                     M. Gregory McCunn, Mayor

Its: _____

                                                     Attest:

                                                     _____

                                                     Clerk/Treasurer

INSERT NOTARY PAGE FOR BOTH PARTIES

INSERT NOTARY PAGE FOR BOTH PARTIES

INSERT EXHIBITS A AND B DEPICTING EASEMENTS

(ROAD EASEMENT IS THIRTY FEET WIDE)

(CONSIDER REQUIRING UTILITY EASEMENT BE TEN FEET WIDE INSTEAD OF FIFTEEN)

EXHIBIT "A"
ROAD EASEMENT

LINCOLN AVENUE
(60' RIGHT-OF-WAY)

60'

30'

N 86°56'07" E
1,347.26

S 02°29'39" E
30.00'

12
13

11 12
14 13

30'

PARCEL
0279800

PARCEL
5555551

L4

POINT OF
COMMENCEMENT

PARCEL
0279700

PARCEL
0279900

PARCEL
0279400

L3

L1

NW 1/4
NE 1/4
NW 1/4

PARCEL
0279301

PARCEL
0279400

PARCEL
0279305

30' ROAD EASEMENT

PARCEL
0279500

PARCEL
0279200

L2

CHEWELAH
PARCEL
8977519

PARCEL
0279100

PARCEL
0279001

PARCEL
0279006 0278800 0278600

PARCEL
8243905
(EXISTING 30' ROAD
EASEMENT)
BOOK 43, PAGE 23

PARCEL
0279005

PARCEL
0278900

PARCEL
0279005

PARCEL
0279600

PARCEL
0278700

PARCEL
0278600

SW 1/4
NE 1/4
NW 1/4

EAST WEBSTER AVENUE
(60' RIGHT-OF-WAY)

PARCEL
8243904

PARCEL
0278550

EXISTING 30'
RIGHT-OF-WAY
NORTH 6TH STREET EAST

LINE TABLE

PARCEL
0278550

PARCEL
0278500

EAST CLAY AVENUE
(30' RIGHT-OF-WAY)

PARCEL
0278500

PARCEL
0291440

LINE	BEARING	DISTANCE
L1	S 02°29'39" E	632.48'
L2	S 87°04'33" W	30.00'
L3	N 02°29'39" W	632.40'
L4	N 86°56'07" E	30.00'

N

0   200   400

P.O. Box 1254, Mead, Washington 99021
(720) 672-0318 www.interstatesurveygroup.com

PRELIMINARY

CALEB SCHWAB
STATE OF WASHINGTON
PROFESSIONAL LAND SURVEYOR
57448
REGISTERED

LEGEND

——— SECTION LINE
— — — ROAD RIGHT-OF-WAY
— — — ADJOINER
— — — EASEMENT LINE

ROAD EASEMENT EXHIBIT		
NORTH 6TH STREET EAST, CHEWELAH, WA		
PARCEL No. 8243905, 8977519	SURVEY DATE: APRIL 12, 2023	
DRAFTED BY: WRW	SCALE: 1 INCH = 200 FT.	
EASEMENT EXHIBIT FOR THE PROPERTY OF: CITY OF CHEWELAH	JOB NO. 23-009	SHEET 2 OF 2

EXHIBIT "B"
UTILITY EASEMENT

LINCOLN AVENUE
(60' RIGHT-OF-WAY)

60'   30'

N 86°56'07" E
1,347.26

S 02°29'39" E
30.00'

12
13

11 12

POINT OF BEGINNING

14 13

30'

POINT OF
COMMENCEMENT

PARCEL
0279800

PARCEL
5555551

PARCEL
0279700

PARCEL
0279900

L5

NW 1/4
NE 1/4
NW 1/4

PARCEL
0279400

PARCEL
0279301

PARCEL
0279400

PARCEL
0279500

PARCEL
0279305

15' ACCESS EASEMENT

PARCEL
0279200

L8

CHEWELAH
PARCEL
8977519

PARCEL
0279100

PARCEL
0279001

PARCEL
0279006

PARCEL
0279005

L5

PARCEL
8243905
(EXISTING 30' ROAD
EASEMENT)
BOOK 43, PAGE 23

PARCEL
0278900

PARCEL
0279005

PARCEL
0278800

PARCEL
0279600

PARCEL
0278700

PARCEL
0278600

PARCEL
0278600

EAST WEBSTER AVENUE
(60' RIGHT-OF-WAY)

PARCEL
8243904

SW 1/4
NE 1/4
NW 1/4

PARCEL
0278550

EXISTING 30'
RIGHT-OF-WAY
NORTH 6TH STREET EAST

PARCEL
0278550

PARCEL
0278500

LINE TABLE

LINE	BEARING	DISTANCE
L5	N 86°56'07" E	15.00'
L6	S 02°29'39" E	1295.10'
L7	S 87°12'59" W	15.00'
L8	N 02°29'39" W	1294.95'

EAST CLAY AVENUE
(30' RIGHT-OF-WAY)

L7

PARCEL
0291440

N

0   200   400

CALEB SCHWAB
STATE OF WASHINGTON
57448
REGISTERED
PROFESSIONAL LAND SURVEYOR

PRELIMINARY

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(720) 672-0318 www.interstatesurveygroup.com

LEGEND
SECTION LINE
ROAD RIGHT-OF-WAY
ADJOINER
EASEMENT LINE

ACCESS EASEMENT EXHIBIT		
NORTH 6TH STREET EAST, CHEWELAH, WA		
PARCEL No. 8243905, 8977519	SURVEY DATE: APRIL 12, 2023	
DRAFTED BY: WRW	SCALE: 1 INCH = 200 FT.	
EASEMENT EXHIBIT FOR THE PROPERTY OF: CITY OF CHEWELAH	JOB NO. 23-009	SHEET 2 OF 2

DRAFT

Chewelah School District
Curriculum Management Plan

2024

Superintendent Jason Perrins

Table of Contents

APPENDICES

Chewelah School District's Promise: "We teach to ready our younger generations."

The District's Strategic Plan and Board Vision serve as the roadmap for achieving the vision of all students learning/achieving WA State standards in the context of 21st Century skillsets, mindsets, and brain-based, research-based strategies/tactics of learning. Board Goals and targeted initiatives drive the work of the district and focus efforts toward accomplishing vision and district Promise.

Chewelah School District's Strategic Plan and the Board's Vision provide continuity and congruence with district policies, board goals, the Curriculum Management Plan, the District Improvement Plan (DIP), School Improvement Plans (SIPs), Professional Learning Plan, Assessment System Plan, Program Evaluation, and budgeting.

Chewelah School District is committed to:

Student Learning

Safe Environments

Exceptional Professionals

Dynamic Programs

Program Designed Facilities

Strategic Plan

District communication goal: *Chewelah School District will improve communications with all Chewelah School District stakeholders through newspaper and newsletters, texts, message board, website, Canvas, Skyward, radio spots, listening sessions and focus groups as measured by staff and community surveys in 2024.*

Purpose of Curriculum Management:

Chewelah School District's Curriculum Management Plan is designed to achieve high levels of student learning through effective and efficient processes of curriculum design and delivery. High quality plans/programs ensure student engagement, brain-based learning, 21st Century skills and mindsets to positively learn Common Core State Standards (CCSS,) Washington standards/learning targets and positively impact individual lives and communities.

A **guaranteed and viable curriculum** is based on the alignment of the Written (stated) curriculum, the Taught curriculum, and the Tested curriculum. **WHAT** students are expected to learn, **HOW** students are taught in order to learn, and **HOW WELL** students proficiently learn the standards/targets expected of them is the major focus of curriculum management.

Alignment and coordination in planning and implementing the curriculum across grade bands and courses and from classroom to classroom focuses the district on individual learners, groups of students, and programs. Vertical curriculum alignment ensures a progression of learning across the P-12 span without gaps or redundancies, while coordination across grade levels/courses ensures all students engage with standards, critical concepts, skills, and ideas regardless of the teacher in the classroom.

The intended **audience** of the Chewelah School District Curriculum Management Plan is primarily internal stakeholders including teachers, school administrators, department & program administrators, district leadership, and the Chewelah Board of Directors. Families, community members, and other interested persons/stakeholders have access to the Curriculum Management Plan for transparency and understanding of district priorities and curricular implementation processes impacting students.

Washington State RCWs and WACs authorize and ensure district accountability to students, staff, and community members. RCW 28A.   WAC 44- . . . . .   Board Policies No. 100-Planning; No. 1005- Board Accountability; No. 2020- Curriculum Design; No. 2001- Assessment; No. 2130- Professional Learning; 2090-Program Evaluation . . .

The district believes teachers have the most important influence on student achievement and that effective instruction creates learning. The school district is responsible for providing teachers with the curriculum, including a comprehensive and systematic professional learning plan linked to curriculum design and delivery.

District level curriculum design decisions are considered tightly held, meaning that everyone in the district is required to follow them. Curricular delivery decisions are often loosely held or made at the school or classroom level, where teachers have the responsibility to revise and adjust lessons to meet the needs of learners in achieving mastery of learning standards.

Board Vision: Chewelah School District engages and empowers students and staff through rigorous, 21st Century learning in a safe, caring environment.

Chewelah School District believes all kids can learn, and acknowledges that students don't all learn in the same way or at the same rate. Therefore, the District supports student achievement in two key ways:

The District delivers rigorous curriculum processes and supports 21st Century skills, which are aligned with Washington State standards. Rigorous learning challenges students' thinking in new and interesting ways. This occurs when students are guided toward an understanding of fundamental ideas and are driven by curiosity to discover what they don't know. 21st Century Skills are embedded in instructional and assessment practices and include:

- Critical Thinking and Problem Solving;
- Creativity and Innovation Skills;
- Collaboration, Teamwork, and Leadership;
- Cross-Cultural Understanding;
- Communication, Information, and Media Literacy;
- Computing and Information Technology;
- Career and Learning Self-Reliance

The District provides an environment for learning that is brain-compatible, one that uses research-based strategies and tactics of instruction aligned to how the brain is designed to learn. Teachers engage students with best practices for the discipline according to the age and developmental level of students, using strategies selected for alignment with Webb's Depth of Knowledge. Teachers actively cultivate a "growth mindset," so that students engage in self-reflection and take ownership of their learning and progress. Students construct meaning of concepts and ideas and develop skill sets, mindsets through 21st Century Habits of Mind which are modeled, expected, and supported during the teaching/learning process. Assessment is aligned with instruction to provide valid and meaningful feedback to students, parents, and other teachers in order to improve learning.

Board Goals:

- By June 2024, 75% of all students P-12 will achieve proficiency in core subject areas as measured by SBA or District level, standards-based assessments.

- Chewelah School District commits to a culture of responsive, respectful, student-centered problem-solving, where high expectations are met and where students, staff, and families feel they belong.

6

A safe, caring environment engages students in an environment where they feel personally accepted, included, and supported at school. School-based experiences, students' relationships with teachers and peers, and students' general feelings about school contribute to a sense of belonging and are characterized by:
1. **Connections** - feeling known, valued, and related to others;
2. **Conditions** - being able to learn in a stable environment in which expectations are high;
3. **Challenge** - engaging in tasks knowing your "high jumps" in terms of intellectual and creative risks will be supported;
4. **Control** - the privilege of learning with a balance between ownership and support; and
5. **Collaboration** - deepening one's knowledge and identity as a learner by being skillful at relationship-building.

16 Habits of Mind by Art Costa & Bena Kallick
Learning Environments & 21st Century Learning Framework

1. **Persisting-Stick to it.**
2. **Managing Impulsivity-Take your time.**
3. **Listening with Understanding – Understand others.**
4. **Thinking Flexibly - Look at it another way.**
5. **Thinking about your thinking - Metacognition-know what you know.**
6. **Striving for accuracy - Check it again.**
7. **Questioning and problem posing – How do you know?**
8. **Applying past knowledge to novel situations – Use what you learned.**
9. **Thinking and communicating with clarity and precision – Be clear.**
10. **Gathering data through all the senses – Use different pathways.**
11. **Creating, imagining, and innovating – Try a different way.**
12. **Responding with wonderment and awe – Have fun figuring it out.**
13. **Taking responsible risks – Venture out.**
14. **Finding humor – Laugh a little.**
15. **Thinking interdependently - Work together.**
16. **Remain open to continuous learning – Learn from experience.**
   ICAT = International Center for the Assessment of Higher Order Thinking

CURRICULUM MANAGEMENT PRINCIPLES

Principles of Curriculum Management provide the district a roadmap to the **Taught** curriculum through district written and adopted curriculum that provides intentional alignment of learning standards, instructional practices, and assessment processes. Curriculum alignment is an agreement of the **WHAT is WRITTEN is TAUGHT; and WHAT IS WRITTEN AND TAUGHT is also what is TESTED/ASSESSED.** It is expected that all district administration, building administration, and teachers are committed to the implementation of the standards-based written curriculum to support increased student learning and student achievement.

The curriculum management plan will be reviewed annually and updated with time sensitive information in conjunction with Program Evaluation processes. A comprehensive review of Program Evaluation results, changing legislative mandates, changing learning standards, and/or changing student populations or programs inform curriculum management updates required every three years.

Curriculum Model: Dr. Fenwick English's Model of Curriculum Alignment and rationale for curriculum management criteria evolved from and compares/contrasts to principles of Total Quality Management (Deming). First undertaken by an accounting and consulting firm, the criteria was adopted by the National Curriculum Audit Center of the American Association of School Administrators to review curriculum management processes within school districts. The basis for curriculum management is accountability or being accountable to:

- establish objectives;
- develop plans to improve school operations and instructional processes;
- utilize measures of assessment to verify results; and
- diagnose and prescribe procedures that upgrade operations and results.

Alignment of the **Written, Taught, and Tested (W, T, T)** curriculum is the primary focus of curriculum management. This alignment of the **W,T,T** establishes clarity and specificity for systemwide goals and objectives, emerging curriculum, the full range of students, national and state standards, short-and long-range planning, and explicit direction for the superintendent and staff. Chewelah School District understands student learning is the result of a well-written, aligned curriculum delivered by highly-qualified teachers using sound instructional and assessment practices.

Curriculum Alignment is based on a set of commitments and relevant/rigorous student expectations that guide decisions about teaching and learning. The design of the curriculum (written, taught, and tested) establishes the framework to guide educational decision-making at all levels - classroom, school, district. Only a tightly aligned, well-written, and thoroughly assessed curriculum will help negate low SES (socio-economic status – income level, minority status, etc.) and elevate the achievement of students.

CURRICULUM MANAGEMENT PLAN COMPONENTS: DESIGN AND DELIVERY

Curriculum **Design** refers to and includes:

1. The philosophical framework for the design of the curriculum evolves from the "science of learning", brain-based learning – e.g., Science of Reading/National Reading Panel, What Works Clearinghouse - and research-based strategies that are brain-compatible (the way the brain is designed to learn) rigorous standards e.g., Depth Of Knowledge (DOK), 21st Century, constructivist approach – students must do the "constructing" of meaning;

2. The format and components of aligned curriculum guides - CCSS/Guaranteed Standards/Learning Targets, Pacing Guides, Instructional Strategies, Assessments Strategies, Instructional Materials, Prior Knowledge/prerequisite skills, Instructional & practice materials, Assessments - Formative & Summative-Benchmark, Interventions II & III, Enrichment support curricular planning and therefore delivery.

Curriculum **Delivery** refers to:

1. Instruction (research-based strategies/tactics; brain compatible instructional strategies reflect how the brain learns/"takes in", processes, stores information for future retrieval and deeper processing"; executive functions, e.g., short-term memory, active-working memory, long-term memory; learning of the discipline e.g., mathematical practices/scientific inquiry;

2. Assessment aligned to the written curriculum and data collected standard-by standard of individual performance, by groups of students on Guaranteed Standards; assessment results collected, compiled, analyzed, and used to determine curriculum and instructional effectiveness and program needs to strengthen curriculum and instruction/programs.

3. Monitoring & Program Evaluation w/roles & responsibilities for monitoring curriculum delivery in order to determine whether adopted curriculum is implemented consistently in classrooms and how well students are learning the curriculum/meeting standards (standard by standard);

4. A comprehensive Professional Learning Plan linked to curriculum design and curriculum delivery.

The Written Curriculum is defined as non-negotiable standards, objectives/goals and expectations **students are to achieve and teachers are to teach.** Washington's Common Core State Standards (CCSS) and frameworks are state and nationally approved standards. The written curriculum framework supports the development of the taught curriculum. It outlines the research-based instructional approaches, strategies/tactics to deliver the curriculum and clear descriptions/evidence of student learning.

The Board of Directors officially adopts the course objectives/curriculum outlined in specific content curriculum. The Superintendent will guarantee that a relevant and rigorous curriculum is developed and documented in writing to guide teachers and the professional staff in all curriculum areas. Teachers are required by board policy and state law to deliver the written curriculum as curriculum is a system decision, not an individual, school, or employee decision. The district expects adherence to the aligned curriculum to promote continuity and cumulative acquisition of skills and knowledge from grade to grade/course to course, and school to school.

Guiding principles for the management of the written curriculum include:
A curriculum based on a set of non-negotiable, guaranteed and viable learning standards to guide decisions about teaching, aligned vertically and coordinated horizontally across schools/grades/courses:

- Curriculum guides that require alignment to the CCSS, Next Gen Science, and other WA Sate learning standards; and the required state and district assessments;
- Clarity and specificity of standards;
- Congruence of the curriculum to assessment processes;
- Delineation of the prerequisite essential knowledge, skills, and attitudes;
- Suggested instructional strategies/tactics and approaches (teacher modeling);
- Delineation of the major instructional resources and tools;
- A curriculum that is reviewed and updated regularly at all levels: district; school; and classroom;
- A curriculum that is accessible and supported with professional learning and resources/materials.

The **Taught** curriculum refers to the **delivery** of the written curriculum/instruction. The main goal of the taught curriculum is to engage students in a rigorous, standards-based curriculum that provides varied experiences for students to achieve learning goals and construct meaning. "Better learning will come not so much from finding better ways for the teacher to instruct . . . but from giving the learner better opportunities to construct meaning" (S. Papert, 1990).

Guiding principles for the management of the taught curriculum include:

- Implementation of the Chewelah School District Common Instructional Framework across all classrooms using research-based, best practices/strategies to teach the curriculum;
- Instruction that is brain-based, rigorous as defined by Webb's Depth of Knowledge, with 21st Century learning and growth mindsets;
- Expectations that all students will perform at high levels;
- Establishing a classroom climate and culture that is safe and conducive to learning;
- Professional learning to ensure teachers fully analyze and understand curriculum standards and align research-based instructional strategies to match content, context, cognitive type, assessments; and to prepare staff members to effectively differentiate instruction based upon identified needs of students;
- Instructional resources such as textbooks, software, resources, and other materials based upon their alignment with the written curriculum;
- A flexible pacing guide for learning across the school year to meet needs of students and task complexity;
- 21st Century Skills embedded in instructional and assessment practices to include:
a. Critical Thinking and Problem Solving;
b. Creativity and Innovation Skills;

c. Collaboration, Teamwork, and Leadership;
d. Cross-Cultural Understanding;
e. Communication, Information, and Media Literacy;
f. Computing and Information Technology; and
g. Career and Learning Self-Reliance.

"What influencers are subject to your control? Frequency of feedback to students, the creation of multiple opportunities for success, and the monitoring and delivery of effective teaching practices - are clearly within the leaders' sphere of influence" (Reeves, 2011, p. 67).

Assessed Curriculum is the assessment/testing of the taught curriculum measured both formally and informally, to determine the effectiveness of student learning, instructional programs and materials. Teachers will use formative assessments to determine student achievement on given curriculum objectives and standards and provide timely feedback to students within the teaching/learning process. Summative assessment data is used to make curriculum decisions for classroom instruction, individual student needs and reporting, as well as providing data to inform program evaluation.

Guiding principles for the management of the assessed curriculum include acquisition, analysis, and communication of student achievement data to:
- Determine student readiness for concepts and identify gaps in learning;
- Measure student progress on "data-driven" instruction and provide timely feedback to students;
- Inform and guide lesson design and instructional feedback at appropriate levels of cognition;
- Use assessment data with the district data team and PLC processes;
- Communicate student performance and progress to parents so that learning can be supported at home;
- Evaluate the impact of the written and taught curriculum on student achievement and guide the district in the continuous improvement and renewal of the district written curriculum through program evaluation.
- Report state and district level assessment data as required.

Common Formative/Interim assessments are administered and reported to the district/board FOUR times per year in English Language Arts and Mathematics in grades K-5 and in English Language Arts, Mathematics, Social Studies, Science, The Arts, Health & Fitness, CTE in grades 6-12, for purpose of monitoring student progress and curriculum effectiveness. Common assessments and reporting tools are developed and utilized by job-alike teacher groups e.g., special area/elective teachers, resource/specialist/intervention teachers.

Assessment Management Principles (See Assessment Policy 2001 & 2001P, Appendix __)

"The impact of monitoring on student achievement is nearly linear. More monitoring, more achievement. And effective monitoring will focus not just on test scores but on the adult practices that led to the test scores. Conversely, even the best curriculum and assessment systems will be of little value if students do not receive feedback that is accurate, timely, and specific" (Reeves, 2011, p.69).

Evidence of Teacher Assessment Competency:
- Learning goals/targets are articulated in advance of teaching;
- Learning targets/goals are stated in student friendly terms;
- Learning target/goal are transformed into valid & reliable classroom assessments. Assessment is aligned with learning targets/goals and instruction;
- Assessment tools document and measure student learning over time;
- Multiple assessment tools are used appropriately, e.g., checklists, selected response, constructed response, extended written response, performance tasks, personal communication, product, portfolio) to measure content knowledge, complex reasoning, and habits of mind;
- Scoring criteria/rubrics are presented to students and parents;
- Exemplars/models of excellent work are provided to students;
- Formative assessment and descriptive feedback are used to improve learning and increase student motivation. Summative assessments reflect the current status of learning and results are used to improve learning now and in future planning/program evaluation;
- Assessment/evaluation is based on established criteria and standards;
- Students participate in assessment through goal-setting, self-reflection, and evaluation based on criteria & descriptive feedback;
- Parent conferences review student work based on goals, scoring criteria/performance standards.

District Assessment Matrix (See Appendix __)

PROFESSIONAL LEARNING

A cohesive and coordinated professional learning plan is aligned to the district's written curriculum and system resources to effectively and efficiently implement the district's curriculum and support training in instructional practices that meet identified teacher and student needs. This plan also includes ongoing Program Evaluation of professional development design and delivery to determine if the training has led to improved student learning and achievement.

An effective professional learning program is coordinated at the district level, supported during implementation, and monitored to ensure the professional development program meets the criteria of high-quality professional learning, is focused and prioritized, and makes the best use of staff time and fiscal resources.

"Failure to realize that there is a need for in-service work during implementation is a common problem. No matter how much advance staff development occurs, it is when people actually try to implement new approaches and reforms that they have the most specific concerns and doubt," (Fullan,1991.*The New Meaning of Educational Change*, p. 85).

A systematic process will be in place for Professional Learning. The Professional Learning plan for Chewelah School District (CSD) is focused on continuous improvement of instruction and is designed to provide teachers with the tools and knowledge needed to teach the curriculum as outlined in the CSD Curriculum Management Plan and curriculum documents. It is important that professional learning take place throughout all stages of the curriculum process. "Twenty-first-century teachers need to know not only how to use a practice but also when to use a practice to accomplish their goals with students in varying contexts (Darling-Hammond, 2006). This requires teachers to have a deeper knowledge of how to address a diverse array of learners and more refined diagnostic abilities to inform their decisions (Darling-Hammond, 2006)".

In order to fully understand how to best help teachers, the district needs to regard *teachers as learners* and to ensure that the learning expected in students is taking place with teachers. In other words, if the adults don't learn the kids are not likely to learn either. Learning as an active process is rooted in the educational philosophy of social constructivism (Vygotsky, 1962), which established the belief that knowledge itself is situated within a social context, and the individual's ability to learn is regarded as a series of social processes that are shaped and influenced by the context and climate of classrooms/schools.

The professional learning plan for CSD is focused on continuous improvement of instruction and is designed to provide teachers with the tools and knowledge needed to teach the curriculum as outlined in the CSD Curriculum Management Plan and curriculum guides. It is important that professional learning take place throughout all stages of the curriculum process. Written – Professional learning must take place after the written curriculum is created and prior to instruction to ensure that teachers and principals understand the standards, document format, its contents, and W,T,T processes prior to instruction.

Professional learning is based on the following tenets:
- Adult learning and improving student learning is the major part of the job.
- Delivery of professional development occurs in varied ways: Through PLC work/workshops followed by coaching and feedback; PLC study/reading; conferences; workshops, seminars/webinars, classroom/school visitations.
- Content knowledge e.g., Reading, Mathematics, Science, SS, etc.;
- Brain-based - how the brain learns strategies/tactics of learning to ensure students construct meaning & are able to apply knowledge concept/skills;
- 21st Century skills and mindsets;
- Assessment literacy - design & delivery;
- Induction training for new teachers;
- Culturally relevant/DEI; (Diversity, Equity, Inclusion);
- Technology Integration.

Professional Learning Communities (PLC)
Chewelah School District has committed to implementing and supporting Professional Learning Communities (PLCs) dedicated to improving the learning of each student. Teachers work interdependently in collaborative teams to achieve common goals for which all team members are mutually accountable. Everyone shares responsibility for the success of students. PLCs challenge the practice of isolation among teachers and foster the sharing of best practices. DuFour et al (2010) define a PLC as "an ongoing process in which educators work collaboratively in recurring cycles of collaborative inquiry and action research to achieve better results for the students they serve ("Essentials of Professional Growth", *Educational Leadership*, 44(5),9). PLCs time is set aside weekly for PLC work, with both district and teacher driven agendas. PLC collaborative planning engages staff in instructional and assessment practices aligned to the written curriculum, and appropriately engages and supports teacher/student learning until student achievement targets/goals are achieved.

The purpose of PLCs are:
- Increase achievement of all students;
- Close achievement gap for all subgroups;
- Maintain a safe and collaborative learning environment.

The identification of Guaranteed Standards and how they fit into the PLC process helps answer the four critical questions of PLCs:
1. What is it that students must know/learn and be able to do?
2. How do we know when/how well students have learned?
3. What is our response when students have not learned?
4. What is our response when students already know/have already learned?

A common vision for the importance of PLCs, expectations and purpose of PLCs, protected time for implementation of PLCs, and training in PLC methodology are district-wide expectations. To this end, different configurations are appropriate for different levels and groups of teachers. Elementary teachers will typically work with grade level colleagues e.g., 3rd grade PLC. Middle school teachers might be part of multiple PLCs e.g., mathematics grade level PLC or a team PLC. Special area teachers, resource teachers, and leaders may participate in PLCs with colleagues in their same roles from across school sites. A Professional Learning Community (PLC) Handbook is available for all staff. This handbook explains the tenets of PLCs, provides protocols for effective PLC meetings, and links to a variety of resources. The PLC Handbook can be found on the Chewelah website.

(See Professional Learning Policy No. 2130   Appendix)   (PLC Handbook – Jason has one to upload – Appendix

PROGRAM EVALUATION

The evaluation of curriculum is a continuous process, where **Written, Taught, and Tested** curriculum is continuously assessed and examined to determine what needs improvement, alignment, or balancing.

The focus of Program Evaluation is high-quality teaching/learning and educational programs that positively impact student achievement and educational goals/experiences. Program Evaluation is the measurement of program performance - a comparison between program goals and evidence of actual performance.

1. Teachers and supervisors use data to assess the status of individual student achievement and provide descriptive feedback, to continuously group/regroup students for instruction, to identify general achievement trends of various groups of students, and to modify instruction.

2. The superintendent will prepare an annual Program Evaluation report stating the purposes, outcomes and evidence/data of the

   Program Evaluation report and any recommended actions/changes in program(s) as a result of the evaluation.

Critical questioning and evidence finding in the process of Program Evaluation are basic to the improvement/maintenance of quality programs.
Critical Questions in Program Evaluation:
1. What is the nature of the problem or issue to which attention is directed, and what is the evidence of the problem/issue?
2. What information constitutes acceptable knowledge/evidence of problem/issue?
3. What are the study/research practices that contribute to knowledge and problem solving of the issue?
4. What values provide a basis for questioning/researching?

5. What resulting information/evidence is required for making conclusions/recommendations?
6. How will information/evidence be used in future planning/programming?
7. How cost-effective/feasible are the recommended interventions, and what is the evidence of effectiveness? In this context, "interventions" may include practices in educational and health-related services. Interventions/recommendations may include programs designed to provide better or more specialized services to individuals, groups.

Program Evaluation Processes: Identifying the Nature of the Problem or Issue

The nature and/or severity of a problem/issue may guide the questions to be asked, data to be compiled, processes used e.g., sample surveys or administrative records that indicate people or groups at risk, programs that are under performing. Understanding the level of need(s) is important in developing interventions addressing those needs. Data collection or understanding the issue precedes interventions that are thought to resolve a problem. Data collection of the current issue precedes the evaluation of any interventions.

Critical Questions to be Asked:
1. What is known about the issue? What data/information is available? What is NOT known? What are the expected outcomes of the program and where/what is the difference between projected outcomes and performance indicators?

2. What other information needs sought? From Whom? How will that info be acquired? Who will acquire info? What is the timeline? What are the costs, if any? How will info be compiled? How will info be shared? With Whom? When? How will info be used?" By whom? If conclusions/recommendations/interventions are made, what are the impacts of those recommendations to the students? System? What evidence/data supports the projected impacts?

Use of Evidence/Performance Indicators:

A system needs to clarify the intended outcomes and performance indicators of successful achievement of program goals. Use of evaluation evidence may take many forms or administrative uses. For example, the evidence may be used to illuminate a discussion regarding programs/interventions. Focus group results, survey results, interviews, observations, program data e.g., number of students served, methods of delivery can be examples of evidence.

Possible Data Sources:
1. Monitoring, implementation studies, data, research, and formative evaluations are some sources of data. The general aim is to understand if and how well a program is designed and delivered. Is there a curriculum/design issue or an instructional/delivery issue? Typically, the evidence to answer questions depends on performance indicators that permit one to judge the extent of

the service, such as the number of people served, and indicators of the processes and quality of service. Implementation indicators are often associated with impact evidence;

2. Program Performance- the data;
3. Cross-sectional studies are a snapshot in time and characterize the nature of problematic issues;
4. Surveys;
5. Observations;
6. Interviews;
7. Longitudinal studies involve tracking people or entities over time;
8. Focus groups;
9. Administrative records. Administrative records are usually essential in understanding which teachers teach which classes, when they teach, which students attend classes, time allotments, interventions, etc.

Relative Effects of Interventions:
What kinds of interventions were/might be attempted? Why? How? Which populations? Two broad categories of intervention impact evaluation designs: randomized controlled trials and quasi-experiments;

1. Randomized trials - individuals/groups are randomly assigned to one of several intervention programs. One of the interventions may be a controlled condition;

2. Quasi-experiments. A common quasi-experimental approach involves two groups that differ initially, one being assigned to the program under investigation and the second which is not give the "program/treatment. The groups may differ appreciably at the outset of the evaluation. In this context, quasi-experimental and observational study approaches try to approximate the results of a randomized trial by constructing matched pairs of members from each group that differ initially;

Cost-Effectiveness:
Questions, related to the cost-effectiveness of different interventions, depend on reliable evidence of data /information collected along with dependable estimates of costs;

Accumulating Dependable Evidence:
Program evaluation emphasizes the accumulation of evidence regarding a program's effectiveness. A single evaluation is usually insufficient for informing how to improve a major program or practice. Further, a replication of studies and the analyses of studies /data may be crucial as is the quality of evidence. Qualitative systematic information/data such as interviews, observations may reveal critical information as well as Quantitative/numerical data to provide a complete picture of an issue or problem, e.g., Reading Program Evaluation.

Reading Program – Goals, P-12 Curriculum P-12, Common Core Standards? EALRs? Curriculum – adopted with Pacing Guides? Instructional Models? – whole group/small group/interventions - by whom? What? When? How? Time allotted? Instructional materials? **Formative Assessments embedded?** Is large group program working? How is this known? By what evidence/criteria? Interventions working – how is this known? Staff professional learning in formative & summative assessment?
Description of Program: PLAN? Delivery? Evidence of Success? Challenges – how are these challenges being addressed/differently/evidence of success? What professional learning has been implemented?
Who are the students taught (with SMART Goal or two)? What materials and resources are used?
Description of Clientele? Teachers and their level of training & experience/professional learning SPECIFICALLY. How instructional programs work – groupings; instruction; help for those who are struggling/challenged – SPECIFICALLY –pull-out? What training specifically? Materials used; schedules & time allotted; how learning is assessed? Additional interventions – by whom & how? What challenges are being addressed? How? Future considerations to obtain improved results? Why? What is working well – what is the evidence?" What Professional Learning has been delivered to staff? Evidence?

Policy # 2020   THIS POLICY MUST BE REWRITTEN & BROUGHT TO THE BOARD
CSD provides resources that are both traditional and technology-driven. Due to an abundance of resources available for teachers to pull from, it is important for the curriculum to give a list of suggested resources for teachers to use for instruction within their classroom. It is also imperative that resources are adopted by Chewelah School District for proper use. Resource approval is based on the following criteria:
  • Aligned with CCSS/state standards;
  • Uses appropriate levels of depth and complexity;
  • Provides training for teachers and administrators in effective implementation;
  • Incorporates effective research-based best practices (Resources not approved by Instructional Materials Committee or in the curriculum document must be submitted to the principal for use/approval). The teacher/principal must use the form found in the appendices. A list of approved resources for reading and mathematics may be found in the CSD curriculum guides or included in the appendices. The curriculum document also may contain external links to additional resources for teachers. These resources may include videos of lessons being taught, training or professional development pieces on specific standards, or exemplars/examples of student work.

Curriculum Review Cycle: DO WE HAVE THIS? I SAW ONE A FEW YRS AGO

Evaluation and revision of curriculum will be based on a cycle aligned with revision of Washington State Standards and expected dates for district implementation.

Washington State Learning Standards

▶	Start Standards Review	🏫	Implemented in Schools
⊚	State Adoption Target (OSPI)	📋	Statewide Summative Assessment
📐	Professional Learning/Transition	🔄	Next Revision Begins

State Learning Standards Review and Revision Cycle

In accordance with RCW 28A.655.070, the Superintendent of Public Instruction will periodically revise the state learning standards. The projected review and revision cycle is below.

Content Area	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
English Language Arts (including Media Literacy & Digital Citizenship) Adopted 2011	▶	⊚	📐	🏫		📋		🔄			
Mathematics (including Data Science) Adopted 2011	▶	⊚	📐	🏫		📋		🔄			
Science (including Environment and Sustainability Education) Adopted 2013	▶	⊚	📐	🏫		📋		🔄			
Health & Physical Education Adopted 2016		▶	⊚	📐	🏫				🔄		
World Languages Adopted 2015		▶	⊚	📐	🏫				🔄		
Financial Education Adopted 2016		▶	⊚	📐	🏫				🔄		
Social Studies Adopted 2018			▶	⊚	📐	🏫				🔄	
Arts Adopted 2017			▶	⊚	📐	🏫				🔄	
Computer Science Adopted 2018			▶	⊚	📐	🏫				🔄	
Educational Technology Adopted 2018			▶	⊚	📐	🏫				🔄	

19

Washington Office of Superintendent of
PUBLIC INSTRUCTION

District Curriculum Content Committees: NEEDS MORE ARTICULATION ABOUT HOW THIS WORKS – Will Draft this.
Curriculum committees will be organized to study/research, analyze data in a particular content area at least one year ahead of the drafted curriculum adoption calendar. Representatives from K-12 content teachers will be represented. Secondary students and parents may be added to the committee in an advisory capacity. The Superintendent is responsible for the formation of the committee, it's work agenda, and any recommendations from the committee to the principals, superintendent, and consequently to the Board.
(See RCW 28A.320.230, District Policy No. 2020 and Policy # Instructional Materials Committee).

Instructional Materials Committee (IMC)
in conjunction with school leaders, reviews proposals for new course requests and instructional materials. RCW28A.320.230 THIS POLICY HAS TO BE WRITTEN – WILL WORK ON POLICIES
Policy 2020 re: selection or deletion of instructional materials.
Goals and principles re instructional materials;
Responsibility for recommended teachers' reading lists;
IMC appointed by /with approval of school board; representatives from district professional staff; different content curriculum/grade levels represented on committees; parents may be included but make up less than half of membership; (terms of office); process & forms for receiving complaints; policy on piloting;

Forms – acquiring/creating

TECHNOLOGY INTEGRATION
Chewelah School District strives to utilize technology tools and resources to provide students with meaningful and engaging learning experiences. Technology is rarely the focus of instruction, rather it is a tool that is used to access, gather, and create information; organize and analyze information, and communicate ideas. Through the effective implementation of the International Society for Technology in Education (ISTE) Technology Standards for students and teachers, students will achieve technology competence.

Currently, the website and shared drives house all curriculum documents. Ideally, in the future, a learning management system may be implemented to improve organization and access to these documents. SEE POLICY # MEDIA LITERACY

HOUSING OF DOCUMENTS
The Superintendent in collaboration with Tech and teaching staff will develop a system of curriculum document storage and accessibility.

Instructional Model Teaching TPEP and AWSP Learning and Evaluation Frameworks

ROLE & RESPOSIBILITIES IN CURRICULUM MANAGEMENT
Curriculum management is a system function that requires specificity regarding the organizational structure, procedures, processes, roles and responsibilities, and tasks to be performed.

The Board will:
- Through its policy-making responsibility establish policies to direct and support a curriculum management plan articulated through aligned curriculum design and delivery- WTT, assessment policy and plans; a professional learning policy/plan; policy and procedures of program evaluation; and budget/resource procurement;
- Demonstrate understanding of the Curriculum Management Plan and articulate how the Board supports curriculum work;
- Approve recommendations from the Superintendent regarding curriculum and state approved instructional resources for classroom use;
- Expect all curriculum-based programs to be continuously updated to improve student performance;
- Authorize the development, implementation, and review of a strategic plan for the District that identifies community expectations for curriculum;
- Adopt a budget that provides for the development, implementation, and training needed to effectively deliver the curriculum;
- Approves curriculum guides, scope and sequence pacing guides that outline the standards, goals, and benchmarks that students are expected to master;
- Approve Instructional Materials/Resources recommended by the superintendent.

The Superintendent and designated central administration are responsible for:
- Implementation of the Board's policies, which includes the development of a Curriculum Management Plan to develop/plan, implement, review/revise, evaluate, and communicate curricular planning and decision-making;
- Demonstrate an understanding of the Curriculum Management Plan and articulate how this work supports curriculum implementation;
- Ensure a functional organizational structure is in place to manage curriculum design and delivery function;
- Require that administrative roles & responsibilities and management plans are developed and followed;
- Facilitate a review of curriculum guides and resources for cultural relevance and develop an action plan to address gaps/deficiencies;

- Recommend district staffing to manage curriculum and determine alignment between schools and district;
- Recommend a budget to support curriculum design and delivery work;
- Organize and facilitate curriculum committees to develop, evaluate and renew the curriculum;
- Provide technical and expert assistance as well as professional learning and resources needed to implement the curriculum;
- Implement assessment policies adopted by the Board and analyze, interpret, and report assessment data;
- Develop a formal comprehensive student assessment plan that includes specific roles & responsibilities for district-level staff, principals, and teachers;
- Provide guidance and support to principals in their role of implementing and managing the curriculum in their schools;
- Participate in classroom and school walkthroughs and provide feedback to teachers and principals based on walkthrough data and student work;
- Implement Professional Learning Plan and Program Evaluation;
- Report annually to the Board concerning curriculum design and delivery progress through program evaluation.

The Chief Fiscal Officer will:
- Ensure the district's budget reflects the organization's goals and priorities for curriculum and instruction programming/budgeting that is based on goals, priorities, need, cost benefit, and perceived consequences if not funded;
- Demonstrate an understanding of the Curriculum Management Plan's work supported through the budgetary process;
- Be able to track cost and benefit analysis to programs and services.

School Principals will: Check for redundancies/alignment with Principal job description
- Be the instructional leader(s) and communicate expectations for instructional staff. Lead the delivery of the Written, Taught, and Tested curriculum and translate the importance of curriculum delivery and instructional best practices on a daily basis;
- Demonstrate an understanding of the Curriculum Management Plan and their leadership role within the plan; share Curriculum Management Plan with staff and stakeholders;
- Use the curriculum guides to support teacher PLCs and instruction and data team meetings;
- Develop a working knowledge of the curriculum for all subjects/courses represented at their assigned school;
- Observe teaching and learning in each classroom on a regular basis using the district's approved walk-through process to monitor the delivery of curriculum; monitor implementation of the required curriculum, and ensure effective instructional delivery and feedback;
- Monitor and evaluate lesson delivery and assessment using the district's approved TPEP system;
- Provide school-based professional learning in collaboration with DIP (District Improvement Plan) that improves curriculum delivery, cultural responsiveness, and student performance;
- Participate in Professional Learning Communities to effectively carry out instructional leadership responsibilities and

use assessment data in collaboration with teachers to continuously improve student performance, analyze equity or opportunity gaps, develop appropriate interventions, and school improvement initiatives;
- Communicate to parents their role in supporting learning for their children;
- Update the School Improvement Plan (SIP) to reflect the implementation of a highly articulated and coordinated curriculum and provide/facilitate professional learning related to the School Improvement Plan;
- Classroom walkthroughs will be conducted daily/weekly/monthly by school and district-level administration including principals, assistant principals, directors, and superintendent to monitor and support the written/taught curriculum and use walkthrough and student data to determine alignment between grade levels, schools, and district.

Support Specialist(s) will:
- Oversee the assessment of curriculum;
- Establish district testing calendar;
- Provide guidance for the principals in data analysis of formative/summative/interim assessments and state assessments.

Instructional support personnel, interventionists, and directors will:
- Be knowledgeable about the written curriculum in order to support teachers in their implementation of the taught curriculum;
- Provide support to principals in their role of implementing and managing the curriculum.

Teachers will:
- Demonstrate an understanding of the Curriculum Management Plan and articulate how their work supports curriculum implementation and the alignment process;
- Develop a deep understanding of the curriculum and of effective ways to facilitate student learning of the curriculum;
- Be responsible for effectively teaching the district adopted curriculum and required district/state assessments;
- Engage students in constructivist learning processes through the use of brain-compatible, 21stCentury skillsets/mindsets and research- based strategies/tactics of learning.
- Differentiate instruction based on student performance data to provide opportunities for students to demonstrate achievement of curricular objectives;
- Determine student achievement by using a variety of assessments including formative/summative assessments, interim/benchmark assessments, state and national assessments to document student learning of curriculum objectives;
- Modify instruction to ensure student success; and provide feedback to students on a continuous basis to help students understand needs and next steps in their learning;
- Use assessment data to determine student achievement, areas of need, and accurately communicate to students, parents, and principal.

- Collaborate through Professional Learning Communities for the purpose of improving student learning;
- Participate in professional learning designed to improve classroom instruction and develop teacher leadership;
- Participate in curriculum development and program evaluation activities as appropriate - effectively planning, delivering, and assessing the district curriculum.

Students will:

- Recognize the importance of their active participation in the learning and assessment process;
- Understand and articulate their learning strengths/needs and set goals for their own learning;
- Articulate the learning objectives within a required unit of study;
- Come to class with all the necessary learning tools;
- Use data results to establish future learning goals;
- Meet or exceed learning requirements based on the district curriculum;
- Recognize the impact their behavior has on their own learning and the learning of others; respect individual and cultural differences.

Families will:

Partner with teachers and administrators and be actively involved in their child's education by:
a. Knowing their child's teacher(s);
b. Communicating their child's or family's individual or cultural needs;
c. Attending meetings that provide parents with information about the school;
d. Attending parent/teacher conferences and keeping up with their child's progress, report cards, and test data (online access?)
e. Making certain their child completes homework assignments, and their child goes to class prepared for learning;
f. Helping their child develop good study habits;
g. Supporting school policies including the discipline management plan;
h. Make every effort to address the physical, emotional, and health care needs of their child.

Curriculum Communication Plan & Timeline ????

- Description Audience Beginning of Year Start of the Year Curriculum Message

- Overview for the year
- Assessment calendar for the year
- Curriculum document updates
- Beginning of year assessment information
- Professional learning plan for the year
- Share summary data for school leadership teams /teaching staff, Board.

To Do: Policy #2020; IMC Committee

Appendix B - System of Assessments
Appendix F – Standards/resource implementation & support plan for the year
Appendix G – Implementation Walkthroughs Framework -The purpose of walkthroughs is to provide job-embedded professional learning to principals as well as collaboration to improve implementation of new standards, curriculum resources, or program models. The process of observation, dialogue, data analysis, and planning will guide next steps in implementation of curriculum and what staff need in terms of professional learning and support. ????
WA STATE Curriculum Standards Review Calendar Appendix   upload
Chewelah School District Curriculum Adoption Calendar   (acquire)

Chewelah School District Curriculum Guides

Curriculum guides will be written and adopted by the Board of Directors for all content areas required and/or in which academic or elective credit is earned. The philosophy of curriculum design and delivery is contained in the Curriculum Management Plan, curriculum guides, board policies, RCWs (Registered Codes of Washington) and WACs (Washington Administrative Code) as well as roles and responsibilities of staff. The Board Vision directs the philosophy of learning and teaching as the basis of research-based, brain compatible, 21st Century Learning, instructional and assessment strategies. Curriculum documents are not static and follow updates in state law, research, learning content. Instructional approach may vary from subject to subject e.g., scientific inquiry and mathematical practices are based on a body of seminal works/research and therefore, are applied in specific content areas. The process of curriculum review and planning will follow state and national updates and a district schedule of curriculum review (see Appendix ?).

Written Curriculum Guides align with CMSI Audit Standards and use a consistent format across content areas:
1. Philosophy & vision for classroom delivery/instruction
2. State Standards/Guaranteed Standards
3. Objectives/Learning Targets
4. Scope & Sequence – year-long overview for grade level/course
5. Instructional Resources & Materials - Strategies/Approaches
6. Assessments – Types of assessment e.g., Performance, P & P, Oral Communication, Portfolio, Product & Item types= Selected Response, Short Answer, Extended Response,
7. Rigor & complexity– Depth Of Knowledge (DOK)

8. References - model lessons; exemplars, differentiation, MTSS
9. Pacing Guides - (year at a glance- cluster of standards)

This will be another/different documents. Please check for content cells as we discussed.

English –Language Arts Curriculum K-12
Adopted by the Board of Directors
June, 2024

Jason Perrins, Superintendent

ELA Curriculum Guide- Kindergarten						
CCSS	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
W.K.2	Uses a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic. DOK 1				Fall Writing prompt: "What do you know about fall? What do you like to do in the fall? Use pictures and words." Rubric =7 level rubric supplied. Performance/ Product	e.g., Model Lesson/Video/ Webinar/

ELA – 1st Grade

CCSS	Learning Target (DOK)	Instructional Strategies	Materials/Resources	Prerequisite Skills/ Knowledge	Assessment/Type Assessments	References

ELA - 2nd Grade

CCSS	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	Refences
F 2.4 b	Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, appropriate rate, and expression on successive reading.					

ELA 3rd Grade

CCSS	Learning Target (DOK)	Learning/Teaching Progressions	Instructional Strategies	Prerequisite Skills/ Knowledge	Materials/ Resources	Assessment/ Type Assessments
R.L.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; Determine the central message, lesson or moral and Explain how it is conveyed through key details in the text.	1. Define what a "sequence of events" means. DOK 1 2. Describe the beginning middle, and end of a story. DOK 1 3. Recognize details in a story. DOK 1 4. Differentiate details that lead to the central message. DOK 2 5. Identify the central message bring conveyed to the reader. DOK 1	1. Identify or describe literary elements - character, setting, sequence . . . 4. Read fiction story, sort details conveying author's message using a graphic organizer.		Stories, Fables, Folktales, Myths -which ones specifically -?	4. Reads____ story silently and lists 6 details (or highlights) that happen in the story. No rubric/scoring guide provided. Product (P&P) /Performance

29

ELA - 4th Grade						
CCSS	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References

ELA - 5th Grade						
CCSS	Learning Target (DOK)	Instructional Strategies	Materials/Reso urces	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References

ELA -6th Grade						
CCSS	Learning Target (DOK)	Instructional Strategies	Materials/ Resources	Prerequisite Skills/ Knowledge	Assessment/ Type Assessments	References
I2. L.2	Makes a logical inference when reading an informational text and presents it in a complete sentence. DOK 2	Read, answer questions and answers/respo nds in own words.	"My Story" by Temple Grandin		Scoring Guide: 1) Makes logical inference, 2) Identifies evidence to support inference, 3) Presents inference in a restate sentence using conventions of writing.	

30

					Product (P&P)	

Scope & Sequence Pacing Guide for ELA Grades K-12

CCSS	Learning Target	Unit	Time frame	Assessment
FALL Quarter-1st				
			e.g., 2 weeks	Bi-monthly Formative
				Quarterly Summative Benchmark
Winter Quarter – 2nd				
				Bi-monthly Formative
				Quarterly Summative Benchmark
Spring Quarter– 3rd				
				Bi-monthly Formative
				Quarterly Summative Benchmark
Late Spring Quarter – 4th				
				Bi-monthly Formative
				Quarterly Summative Benchmark

Chewelah School District				
1st Grade Math Pacing Guide				
First 9 Weeks				
Topic/	CCSS/Guaranteed Standards		Timeline	Assessments
Topic 1: Addition and Subtraction Problems to 10	1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		10 days 8/7-8/18	Sums up to 10 Differences within

Appendices

Appendix
Policy 2090 Instruction PROGRAM EVALUATION
Procedure 2001P Instruction Page
Instruction
Policy 2420 Grading