FSMA Curriculum Action Plan

Components	*What it Will Look Like*	*Actions*	*Evidence*
Curriculum is rigorous, relevant, standards based, aligned to 21st century life skills.	Curriculum will be aligned to: 1. Common Core State Standards (CCSS) 2. CCSS Literacy Standards 3. NGSS in appropriate classes 4. Benchmarks and/or Assessments including but not limited to Formative/ Summative/Standardized Instructional tasks, questions, and assessments are embedded to develop critical thinking skills.	Teachers will implement a version of curriculum maps aligned to their standards. Teachers plan instruction of their curricula that addresses: ○ Common Core State Standards (CCSS) ○ CCSS Literacy Standards ○ Incorporate Performance Based Assessments, Performance Based Tasks and Problem Sets ○ Student Learning Outcomes (knowledge and thinking, oral and written communication, collaboration and agency) ○ Depth of Knowledge & Blooms Taxonomy	● Curriculum maps ● Assessment Results ● Teacher Lesson Plans ● Syllabi ● State approved Curriculum ● Project and problem-based lessons in every subject area (student product) and Project Based Assessments ● Walk-throughs ● Student work samples ● Rubrics (Content & SLO)
Curriculum and instruction is aligned to standards and integrates real life application of them.	Curriculum maps are aligned to the standards and guides instruction. Department progression of power standards reflects a continuum of learning for students (vertical alignment). Teachers provide students with the opportunity to make connections and engage in problem/project-based learning. At least 70% of texts that students read should be informational text. The remaining 30% of the time should be literary text. Rubrics, benchmarks, formative, and summative assessments are aligned to the standards. Instruction is reviewed and updated on a regular basis.	Provide time for grade level and content collaboration team meetings Teachers collaborate in departments to create 9-12 progression Teachers collaborate in grade-levels to align and team. Teachers engage in Critical Friends during Collaborative Team Meetings to get feedback on tasks, units and application as demonstrated via student work. Teachers will receive feedback on curriculum.	● Level of student understanding, practical application (student work) ● Collaborative, team meeting/teacher collaboration (planning days, looking at student work, data team process, calibrating rubrics) ● Developing 9-12 progression of power standards ● Curriculum maps ● Standards alignment is evident in student work. ● Walk-throughs and observations

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English Language Arts Develop curriculum framework that provides a sequence of units aligned to the CCSS	Alignment to the depth of the CCSS including key shifts and instructional supports Strategies focus on building on students' background knowledge, and eliciting student questions and responses that show progression in the Depth of Knowledge (DOK) and Bloom's Taxonomy scale Text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level Instruction builds on content area academic vocabulary and used in context Integration of reading, writing, listening and speaking Discussions and writing through text-dependent questioning and discourse Instruction incorporates inquiry and project-based instruction Assessments: • Aligned to standards, • multiple assessments to determine student progress • a variety of common course formative and summative assessments, • assessments that reflect higher-level questioning • authentic assessments that require students to apply their thinking such as performance-based or project-based assessments	Targets a set of grade-level ELA/Literacy expectations Incorporation of anchor/central texts that measure within the grade-level text complexity band are of sufficient quality and scope for the stated purpose Integrates reading, writing, and speaking and listening so that students apply and synthesize their literacy skills Rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking and text-dependent questions Collaborative Teams LASW (Look at Student Work) Balances different genres of texts across units Balances on demand and process writing and both expect that students draw evidence from texts Provides authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection Use data to help inform instruction Teachers utilize Universal Design for Learning Teachers review data from knows, needs to knows, benchmarks and/or assessments to help inform instruction Writing assignments that expect students to draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument Facilitation of evidence-based rich and rigorous discussions	• Professional Development Agendas • Curriculum maps • Syllabi • UDL embedded in instruction • Collaborative, team meeting/teacher collaboration (planning days, looking at student work, data team process, calibrating rubrics) • Walk-throughs and observations • Learning Management System agendas, assignments, tasks, etc. • Evidence of differentiation (supplemental assignments, lesson plans) • Student Work (exit ticket, warm-up, rubric scores, assessment data, reflection, benchmarks • Collaboration Team minutes • Project-based benchmarks • Performance assessments • Mentor Assignments • Socratic seminars • Questioning and discussion feedback and reflections

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Mathematics Develop curriculum framework that provides a sequence of units aligned to the CCSS with Mathematical Practices.	Alignment to the depth of the CCSS including key shifts and instructional supports Strategies focus on building on students' background knowledge, and eliciting student questions and responses that show progression in the Depth of Knowledge (DOK) and Bloom's Taxonomy scale Instruction builds on content area academic vocabulary Include demonstration of standards via mathematical practices in lessons Instruction incorporates inquiry and project-based instruction. Units that demonstrate experiences for students' conceptual understanding of the CCSS math standard Aligned rubrics and scoring guidelines	Monitoring and coaching ensure that teachers apply the eight mathematical practices when applicable to their content. Teachers use Problem Sets, Task and Performance Based Assessments to ensure relevance. Collaborative Teams LASW (Look at Student Work) Provides authentic learning, application of math skills, student-directed inquiry, analysis, evaluation and/or reflection Use data to help inform instruction Teachers utilize Universal Design for Learning Teachers review data from knows, needs to knows, benchmarks and/or assessments to help inform instruction	• Professional Development Agendas • Curriculum maps • Syllabi • UDL embedded in instruction • Collaborative, team meeting/teacher collaboration (planning days, looking at student work, data team process, calibrating rubrics) • Walk-throughs and observations • Learning Management System agendas, assignments, tasks, etc. • Evidence of differentiation (supplemental assignments, lesson plans) • Student Work (exit ticket, warm-up, rubric scores, assessment data, reflection, benchmarks) • Collaboration Team minutes • Project-based benchmarks • Performance assessments • Mentor Assignments • Student demonstrating attainment of standards utilizing the Mathematical Practices

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Science Develop a curriculum framework that provides a sequence of units aligned to the Next Gen. Science Standards (with Tonyea Mead's support and collaboration)	Build curriculum using the NGSS practices and crosscutting concepts in all science disciplines Align assessments to be 3 dimensional (practices, crosscutting concepts and core ideas). Strategies focus on building on students' background knowledge, and eliciting student questions and responses that show progression in the Depth of Knowledge (DOK) and Bloom's Taxonomy scale. Instruction builds on content area academic vocabulary Instruction incorporates inquiry and project-based instruction.	Collaborative Teams LASW (Look at Student Work) Provides authentic learning, application of math skills, student-directed inquiry, analysis, evaluation and/or reflection Use data to help inform instruction Teachers utilize Universal Design for Learning Teachers review data from knows, needs to knows, benchmarks and/or assessments to help inform instruction	• Professional Development Agendas • Curriculum maps • Syllabi • UDL embedded in instruction • Collaborative, team meeting/teacher collaboration (planning days, looking at student work, data team process, calibrating rubrics) • Walk-throughs and observations • Learning Management System agendas, assignments, tasks, etc. • Evidence of differentiation (supplemental assignments, lesson plans) • Student Work (exit ticket, warm-up, rubric scores, assessment data, reflection, benchmarks • Collaboration Team minutes • Project-based benchmarks • Performance assessments • Mentor Assignments

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Social Studies Develop curriculum framework that provides a sequence of units aligned to the Delaware Social Studies State Standards	Align curriculum documents with DRC instructional resources by grade level and updated Social Studies Standards. This will include Civics, Economics, Geography, History standards. Create close read lessons of instruction that align with the Delaware social studies standards and CCSS-ELA for History/Social Studies. Strategies focus on building on students' background knowledge, and eliciting student questions and responses that show progression in the Depth of Knowledge (DOK) and Bloom's Taxonomy scale. Instruction builds on content area academic vocabulary Instruction incorporates inquiry and project-based instruction. Utilize or creating texts that support both literacy and understanding of the targeted social studies standard Develop questions that require text-based responses Item clusters that may serve as an alternative to existing performance tasks	Collaborative Teams LASW (Look at Student Work) Provides authentic learning, application of math skills, student-directed inquiry, analysis, evaluation and/or reflection Use data to help inform instruction Teachers utilize Universal Design for Learning Teachers review data from knows, needs to knows, benchmarks and/or assessments to help inform instruction	• Professional Development Agendas • Curriculum maps • Syllabi • UDL embedded in instruction • Collaborative, team meeting/teacher collaboration (planning days, looking at student work, data team process, calibrating rubrics) • Walk-throughs and observations • Learning Management System agendas, assignments, tasks, etc. • Evidence of differentiation (supplemental assignments, lesson plans) • Student Work (exit ticket, warm-up, rubric scores, assessment data, reflection, benchmarks • Collaboration Team minutes • Project-based benchmarks • Performance assessments • Mentor Assignments •