

Liberty Central School District Curriculum Management Plan



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Introduction

Purpose:

The Liberty Central School District Curriculum Management Plan is written to enhance student learning by steering educational experiences that ensure preparedness for high school and lifelong success. The objective of this plan is to synchronize efforts in designing, developing, and delivering curriculum that is consistent across schools and classrooms, catering to the diverse needs of the student population. A curriculum management plan is essential in ensuring a systematic approach to curriculum management. The plan delineates expectations and procedures for the written curriculum, the taught curriculum, and the assessed curriculum. Updates to the curriculum management plan will be made annually, incorporating time-sensitive information, with a comprehensive review every three years.

Intended Audience:

The primary audience for the Liberty Central School District Curriculum Management Plan comprises internal stakeholders, including teachers, school leaders, district departments, district leadership, and the Liberty Central School District Board of Education. Families, community members, and other interested parties also have access to the Curriculum Management Plan to foster transparency in the district curriculum implementation processes.

Liberty Central School District Board Policy 4200:

In order to achieve its annual instructional goals, the Board of Education supports and encourages development of a district-wide, articulated curriculum that conforms to state mandates and is responsive to the needs of children. The Building Principals will be responsible to the Superintendent of Schools for developing district-wide efforts toward the short and long-range improvement of curriculum and instruction. A "core" curriculum will include basic content area knowledge and related skills, with the realization that such information needs continuous updating. Curricula will also be designed to encourage transferable concepts/skills, including critical thinking skills. The Board is committed to providing district students and staff with appropriate instructional materials to implement curricula. The Superintendent will work with other administrators to integrate current educational theory and research on curriculum design, and successful instructional strategies practiced by comparable districts. Parents and members of the community are also encouraged to provide feedback on district curricula and instruction. The Superintendent will consult with Principals, teachers, students and the community to promote a continuing review and upgrading of such curriculum. To this end, the Superintendent will periodically invite community input which will be considered annually in evaluating and revising district curricula. The Superintendent may appoint curriculum study committees, and their findings, as well as the collective judgments of the staff about the pertinence of various changes, will be submitted by the Superintendent to the Board for consideration in the forming of curriculum policy. Curriculum changes will consider the results of state and local testing/classroom evaluations, reflect at a minimum the requirements of the state, and address further needs of the community and student population. The Board expects administrators and staff to work together in evaluating the educational program and recommending changes or additions in courses, programs, instructional methodology, and/or staff development activities which are necessary to implement such changes and/or additions. The Board will receive regular reports on curriculum-related matters, such as instructional programs, the work of curriculum committees, and periodic evaluation of specific curriculum areas. The Superintendent will also be responsible for implementing curriculum studies, including pilot projects, as authorized by the Board.

District and Background Information

Liberty Central School District Mission Statement:

The mission of the Liberty Central School District is to empower each student to contribute and thrive in a diverse community by pursuing their potential.

Liberty Central School District Vision Statement:

The vision of the Liberty Central School is: Cultivating trust and courage to be innovative and to persevere.

Liberty Central School District Beliefs:

- Committing to fiscal responsibility
- Providing physical and emotional safety for all
- Partnering with educators, families and community for all students' success
- Delivering a robust educational program PreK-12
- Fostering a sense of belonging
- Ensuring all students have the necessary resources to be successful

Liberty Central School District Strategic Plan:

During the 2021-2022 school year with the support of educational consultant PLC Associates, the district implemented a strategic planning process to address issues of importance as identified by the community. The strategic plan outlines short and long term goals around four pillars; coherence, multi-tiered system of supports, culture, and **curriculum**. The long-term goals for the pillar of curriculum are:

- By June 2027, 100% of the PreK-12 curriculum will be vertically and horizontally aligned to meet all New York State standards for all content areas as evidenced by improved student outcomes (in all subgroups) on NYS and local assessments and an increased graduation rate.
- By June 2027, 100% of the administrators and teachers will use identified data protocols to analyze content area assessment results, identify student gaps and strengths in order to grow students (in all subgroups) to a new level of performance.

2023-2024 Summary of Priorities:

- Provide an accessible, culturally responsive, relevant, engaging, vertically and horizontally aligned PK-12 curriculum, that makes connections to our students and community
- Provide a MTSS (multi-tiered system of supports) for behavior and attendance that cultivates wellness and safety for students, staff and families.
- The district will create a positive, welcoming, student-centered environment that celebrates diversity and inclusivity to empower students, staff and families.

Curriculum Audit Findings and Recommendations

The curriculum audit, completed by PLC Associates in July 2023 stressed that in order to make the mission and vision of the Liberty Central School District come alive, the district stakeholders will need to move the LCSD students from compliant learners to learners who are doing the heavy lifting. It was also stressed that throughout the process of curriculum review, revisions and implementation, it is important that teachers are provided with support to meet their greatest challenges when it comes to curriculum development and alignment: including ability to address a wide range of interests and abilities, address

gaps in previous learning, and time to collaborate across grade levels/ departments. As part of the auditing process, PLC Associates surveyed our teachers.

Teacher Survey Results:

All	SA/A
1. Our current curricula sufficiently supports me in my daily instructional planning.	67.8%
2. As teachers, we use time-bound pacing guides.	63.4%
3. Our curricula highlights academic and specific content area vocabulary to be used.	81.7%
4. Our curricula identifies grade level texts/materials.	74.3%
5. We use interim formative (benchmark) assessments to determine student growth and current achievement levels.	81.1%
6. Our lessons plans are directly aligned to curricula.	91.4%
7. Our curricula addresses foundational skills.	78.1%
8. Literacy skills are addressed across all curricula.	67.2%
9. We use long/short term student learning targets in lessons.	81.3%
10. We discuss curricula and share best practices during grade/team meetings.	76.4%
11. Our curricula has both extensions (higher level) and scaffolding (access for learners) elements.	71.5%
12. We review data/adapt curricula on a regular basis to make improvements and alleviate "gaps".	75.7%
13. I have sufficient understanding of Next Generation Standards so that I can align lessons.	72.2%
14. We make connections to other content areas through curricula, where appropriate, aligning and reinforcing skills and content.	74.9%
15. Our curricula is engaging and relevant to our students.	64.6%

Classroom Visitation Feedback:

- Approximately 78% of the K-8 classrooms visited had rigorous learning targets that were aligned to instruction. In grades 9-12 the targets that were posted were not referenced or were focused on a task more than the standard. Staff would benefit from additional professional learning experiences focused on target-task- assessment alignment.
- The intended curriculum is not always in alignment with the taught curriculum based on the amount of teacher talk observed in classrooms at the secondary level. How do we use district curricular resources to ensure that students are doing the heavy lift and teachers are the facilitator of learning?
- There was little evidence K-12 of how curricular documents were utilized to support the needs of struggling learners, students with disabilities, and EL's. Even when Special Education and ENL teachers do not have time to formally collaborate, they should be able to use curricular documents to make the necessary accommodations.

Recommendations:

- **Develop a Curriculum Review Process:** Curricular review, research, and development are essential to an effective school district.
- **Provide Targeted Professional Development with Follow Up Coaching and Accountability:** In order to be successful in continued curriculum writing and implementation, it will be helpful for teachers to review some of the curriculum component parts, engage in vertical alignment tasks and create instruction that originates from the curriculum. As well, a deeper understanding of the Next Generation State Standards should be fostered through this professional learning.
- **Curriculum Development:** Begin to develop a multi-year plan that will support the curriculum mapping process to occur with fidelity. The first step will be to work horizontally across grades and courses to create a curriculum map.
- **Curriculum Implementation and Ongoing Monitoring and Evaluation:** In order to ensure that the curriculum is meeting all students' needs, and is being implemented with fidelity, systems must be implemented by which to monitor and evaluate Tier 1 curriculum. Systems for this should include input from various stakeholders and current building structures.

It was also suggested that the Liberty Central School District create a Curriculum Management Plan.

District Strategic Improvement Plan and Connection to Curriculum Management Plan

The Strategic Improvement Plan of the District serves as a guide to realize our mission and vision, wherein every student in Liberty is empowered to contribute and thrive in a diverse community by pursuing their potential. The district's goals and targeted measures steer its efforts toward achieving this mission. The interplay between expectations and results exerts influence across our schools, relying on contributions from both the community and the organization. This collective focus underscores the importance of not just doing things but doing them right and with excellence. The development and execution of a curriculum management plan primarily fall under the Curriculum pillar but also have connections with each of the other pillars and priority areas.

Liberty Central School District Curriculum Management Plan

The Liberty Central School District Curriculum Management Plan aims to enhance student learning by ensuring *consistency* in educational experiences, promoting high school readiness, and fostering lifelong success. This plan facilitates the coordination of *curriculum design, development, and delivery* across schools and classrooms to cater to the diverse student population. It delineates expectations and procedures for the written, taught, and assessed curriculum.

The success of curriculum design and classroom instruction relies on recognizing the interdependent relationship between curriculum and instruction. Effective instructional practices must align with the content, and high academic standards must be coupled with *research based instructional methods such as EDI and SDI*. Strong curriculum maps provide direction, emphasizing the importance of delivering a common curriculum with clear and aligned standards, including assessments, for student and school success.

The district asserts that teachers are pivotal to student achievement, emphasizing the need for effective instruction linked to the written curriculum. The district is committed to providing teachers with

necessary resources and a comprehensive professional development program. Teachers, in turn, are responsible for aligning instruction with the written curriculum and using assessment information to ensure consistency among the written, taught, and learned curriculum. Teachers have flexibility to adapt lessons to meet learner needs, and distinctions between system-based and classroom-level curriculum decisions should be clear.

Curriculum Management Principles:

The process of curriculum development is dynamic and encompasses the management, creation, and delivery of the curriculum.

- The development of the curriculum reflects a comprehensive understanding of the evolving needs of learners in society, community requirements, research-based practices, culturally pertinent curriculum, NYS education law and the expectation of the Board of Education.
- Standards and student expectations are derived from the NYS Standards, forming a foundation for establishing a core set of non-negotiable and measurable learner objectives. These objectives are aligned vertically and horizontally, resulting in well-defined scope and sequence documents for all content areas and grade levels, providing guidance for decisions related to teaching and learning.
- Curriculum documents are aligned and easily accessible.
- Assessment of the curriculum occurs through both formative and summative assessments at various levels—district, school, classroom, and individual student.

Instructional Management Principles:

- Teachers are expected to utilize curriculum resources approved by the district.
- Classroom teaching, including specialized instruction for specific student groups, must conform to the district curriculum, covering all skills and content mandated by the standards-based scope and sequence for the respective course.
- Teachers create lessons and choose materials to guarantee adherence to district curriculum standards.
- Liberty teachers implement curriculum through a collection of instructional strategies grounded in research, such as Explicit Direct Instruction and Specially Designed Instruction.
- Professional development is structured and executed to equip staff with the skills to proficiently deliver curriculum and tailor instruction to the identified needs of students.

Assessment Management Principles:

The analysis of student assessment information involves breaking down and disseminating the data for various purposes, including:

- Designing strategies for student learning
- Adjusting instructional approaches
- Keeping parents informed about student progress
- Guiding ongoing improvements at the district/school level
- Informing decisions related to educational programs

Additionally, the effectiveness of the district curriculum will be evaluated, along with its ability to generate the desired outcomes in student achievement. This evaluation will be conducted through the implementation of aligned curriculum-based assessments.

Curriculum Mapping Support Guide

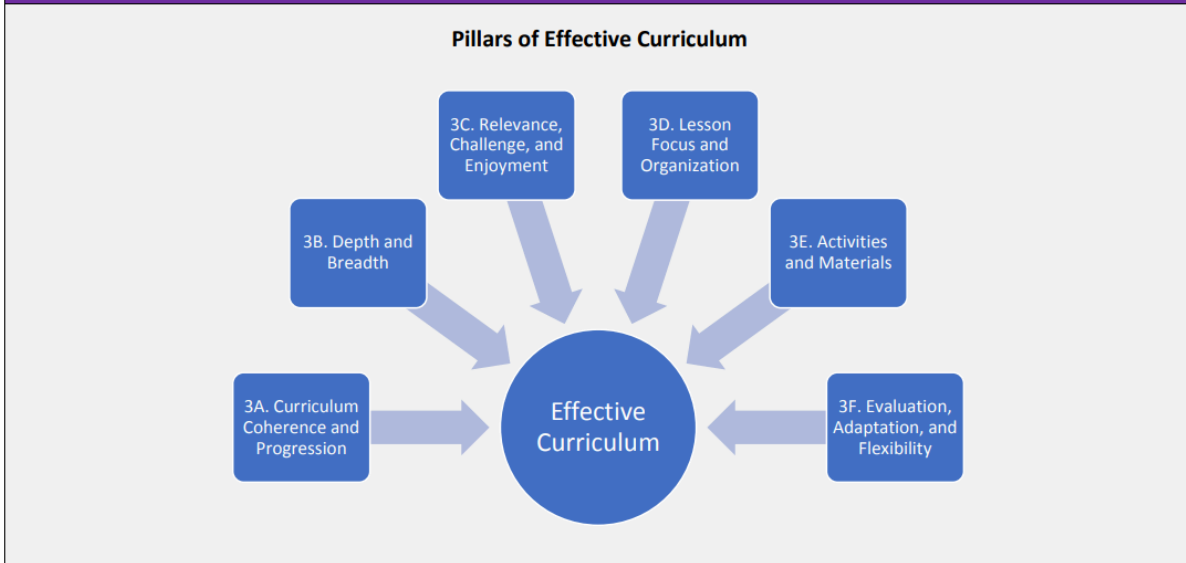
The Liberty CSD created a [Liberty Central School District Curriculum Mapping Support Guide](#) to assist teachers in the development of curriculum maps. It is expected that all curriculum maps will include:

- ★ times frames or pacing guides
- ★ standards
- ★ overview of content for each unit
- ★ essential questions
- ★ learning targets
- ★ skills
- ★ assessments
- ★ resources

It is also expected that over time Liberty CSD curriculum maps will eventually include integration of the Leader in Me supports and project-based learning activities. More information about curriculum mapping expectations can be found in the Curriculum Mapping Support Guide.

Curriculum Model

The New York State Education Department created a Diagnostic Tool for School and District Effectiveness. According to NYSED an effective curriculum includes the following components. More information about this tool can be found [here](#).



Keeping this in mind, the Liberty Central School District will use the four phases of curriculum development, customization and revision. Curriculum development is a cyclical process therefore all phases will be present over time for different grade levels, content area, and/or course. The four phases are as follows:

- **Phase 1 - Assess Curricular Need**
 - During this phase the assistant superintendent in collaboration with facilitators will review state standards and local goals and expectations for the purpose of guiding the development and revision of curriculum documents. District performance data must be analyzed during this phase, during PLCs, to determine the effectiveness of the current curriculum and serve as a basis for recommended changes.
- **Phase 2 - Plan and Develop, Customize or Revise Curriculum**
 - During this phase, under the leadership of the assistant superintendent and building administrators, the facilitators will work with their teams, utilizing the Curriculum Mapping Support Guide. This guide will be shared with new teachers each year and reviewed annually with the facilitators. All elements of the guide need to be included. All curriculum will be housed in a [Drive](#) , which is accessible to all teachers and administrators. Eventually the goal is to house district-wide curriculum in a learning management system.
 - Any new courses need to be proposed by November of each school year, to ensure financial support for the course is made available during the budget process. Revision to curriculum needs to be suggested by January of each school year to plan for spring and summer curriculum writing hours. Please see Curriculum Sustainability Timeline..

- **Phase 3 - Implement the Curriculum**

- During this phase, the Assistant Superintendent in collaboration with designated staff and/or consultants, assumes the responsibility for training teachers and administrators in standards, lesson design, assessments, instructional practices, and curricular resources. Teachers utilize curriculum documents as a guide for their instructional planning, incorporating the instructional recommendations within these documents, which may be adjusted to align with student needs.
- Various methods are employed to gather data during implementation. Feedback from teachers, school administrators, and facilitators is provided to the Assistant Superintendent, regarding modifications to all curriculum components. Please see the list of committees and their purpose in this process. Administration-led classroom walkthroughs are employed for job-embedded professional development for school leaders, data collection on teacher needs, and enhancement of curriculum implementation. These implementation walkthroughs furnish formative insights into the implementation process without serving an evaluative purpose.
- To monitor student progress and assess curriculum effectiveness, progress monitoring takes place regularly through the use of HMH Benchmarks three times a year in grades K-8. This data is analyzed in conjunction with HMH representatives. Star exams are administered to grades K-8 three times a year and this data is analyzed in PLCs with the facilitators guiding the discussion. At the high school level, common formative Regents exams are used to monitor curriculum effectiveness. Some teachers are using common formative assessments. The district must move toward a common practice of using CFAs to evaluate student achievement and instruction.

- **Phase 4 - Evaluate and Revise the Curriculum**

- In this stage, the assistant superintendent in collaboration with the Curriculum Committee, will assess student performance data and gather input from teachers and school administrators. The aim is to determine priorities for revising the curriculum. This gathered information will be utilized to enhance curriculum design, offer effective professional development for teachers, and make adjustments in the instructional delivery system, emphasizing accuracy and precision in lesson design. The evaluation and revision of the curriculum will always follow a cycle aligned with any updates to NYS standards and the timeframe for implementation.

Coherence Guide

The following committee structure will be utilized to ensure Liberty engages in all four phases and that we are engaged in the following culturally responsive principles.

- A welcoming and affirming environment
- High expectations and rigorous instruction
- Inclusive curriculum and assessment
- Ongoing professional learning

Structure	Rationale/Purpose	Attendees	Frequency of Reporting
K-12 Curriculum Committee	To ensure there are clear expectations and support for curriculum mapping and K-12 vertical and horizontal alignment	Asst. Supt K-12 Facilitators	3 Times a Year
K-12 Dept. Head/Facilitator Meetings with Asst. Supt.	To discuss K-12 horizontal and vertical articulation. To review the process for writing and revising curriculum. Share successful instructional strategies and the needs of the departments.	Assist Supt. Dept. Heads Facilitators	Quarterly
Administrative Council	To review the current status of initiatives and discuss important items to consider. In addition, essential updates are provided.	Superintendent Asst. Supt. AS for Business Dir. Student Services Director of IT Director of Facilities Principals Public Relations	Monthly
District Instructional Leadership Teams	To continuously review our district-wide improvement process and collaboratively learn from presentations, discussions, and peer-reviewed research to improve our instructional leadership efforts.	All administration except Assistant Superintendent. for Business and Director of Facilities	Monthly
Building Instructional Leadership Team	To review our specific building-wide improvement process and collaboratively learn from data-analysis activities, discussions, peer-reviewed research, and educational articles.	Superintendent Assist. Supt Director Student Services Principal Asst. Principal	Monthly
Staff Development Meetings	For each building to collaboratively learn components of the continuous improvement model, instructional strategies, and best	All teachers and administrators of each building.	Monthly

	practices. Also, these meetings include updates and next steps for each of the respective buildings		
Building Level Teacher Facilitator Meetings	To discuss student progress and what needs to be done to drive an increase in academic achievement and behavior.	Principal Dept. Heads Facilitators	Monthly
BLT Meetings	To shall focus on issues directly related to student learning, and social, emotional, and academic success. Teams are encouraged to be innovative and to consider what will work best for the students of their own school.	BLT Members	Monthly
PLC Meetings	To improve our instructional practices through collaborative study and to improve the educational outcomes for each student by using evidence to make instructional decisions. Review data and discuss effective strategies	Teaching Teams Departments	Monthly
Common Planning Time (when possible)	To utilize the curriculum maps to plan lessons. To look at common formative assessments to determine which strategies are most effective	Teaching Teams Departments	Weekly
Leader In Me Lighthouse Team Meetings	To actively work with all teachers to plan and implement daily activities involving the Leader in Me language. To coordinate school-wide events that ensure continued status as a Lighthouse School.	Lighthouse Team Members	Monthly
MTSS/Student Support Teams	See MTSS Plan	Principal Assistant Principal Clinical Team Teachers	Weekly
District Safety Committee	Communicate district safety initiatives, provide updates, and	District Safety Team Members	Quarterly

	ensure safety protocols are in place. In addition, the committee will identify and resolve district safety concerns.		
Building Safety Committee	Review safety needs and ensure all safety protocols are in place. In addition, the team will identify and resolve building safety concerns.	Building Safety Team members	Monthly
DCIP	To review our needs assessment data and analyze the district's current instructional, equity, and social and emotional needs. Ultimately, this team will create the next steps for Title Grant funding and set the district-wide yearly SMART Goals.	Asst. Supt AS for Business Student Services Building admin Teachers Parents/guardians Students Outside agencies Community groups	3-5 times a year
TITLE Team	To review the use of Title Funds and to offer feedback	Asst. Supt AS for Business Student Services Building admin Teachers Parents/guardians Students Outside agencies Community groups	Once a year
Instructional Technology Team TBD	The goal is to create this team to ensure the implementation of Computer Science and Digital Literacy Standards	Asst, Sup Teachers interested in advancing technological innovation	Quarterly
Professional Learning Teams	To support district-wide professional learning opportunities by helping plan the conference days. Also, the committee will update the District's Professional Development Plan	Assigned Team members as per the PDP	2 times a year

Instructional Models

Explicit Direct Instruction:

The Liberty Central School District adheres to the Explicit Direct Instruction model. Explicit Direct Instruction (EDI) is an instructional model that emphasizes clear and structured teaching methods to promote effective learning. It is designed to make learning more accessible by providing explicit guidance and support to students. This template should be used by teachers in their planning to ensure all elements of an effective lesson are incorporated into their instruction:

Lesson Plan Template for Explicit Direct Instruction

Lesson Title:

Subject:

Grade Level:

Date:

Duration:

Teacher:

1. Objective(s):

- State the learning objectives clearly. What should students know and be able to do by the end of the lesson?

2. Standards:

- List the relevant state or national standards that align with the lesson objectives.

3. Materials Needed:

- List all the materials required for the lesson (e.g., textbooks, worksheets, visual aids, technology).

4. Anticipatory Set (Engagement):

- Describe how you will capture students' attention and activate prior knowledge. This could include a brief activity, question, or discussion related to the lesson's topic.

5. Instruction (I Do):

- Detailed steps for the direct instruction component.
 - Introduction: Briefly introduce the topic.
 - Explanation: Clearly explain the concept or skill. Break down the information into manageable parts.
 - Modeling: Demonstrate the process or task. Think aloud to show your thought process.
 - Examples: Provide examples to illustrate the concept or skill.

6. Guided Practice (We Do):

- Describe activities that students will do with your guidance.
 - Interactive Practice: Students practice the skill with teacher support. This might include working through problems as a class or in small groups.
 - Checking for Understanding: Ask questions and provide feedback to ensure students understand the material.

7. Independent Practice (You Do):

- Outline activities that students will complete independently to reinforce the lesson.
 - Practice Activities: Assign tasks such as worksheets, problem-solving exercises, or projects.
 - Monitoring: Describe how you will monitor progress and provide feedback during this time.

8. Closure:

- Summarize the lesson and revisit the learning objectives.
 - Review Key Points: Recap the main ideas covered in the lesson.
 - Questions: Ask students questions to assess their understanding.
 - Preview Next Lesson: Briefly introduce what will be covered next.

9. Assessment:

- Describe how you will assess student learning. This could include formal assessments (quizzes, tests) and informal assessments (observations, class discussions).

10. Differentiation:

- Explain how you will adapt the lesson to meet the diverse needs of students, including those with learning disabilities, English language learners, and advanced learners.

11. Reflection:

- After the lesson, reflect on what went well and what could be improved. Note any adjustments for future lessons.

Example Lesson Plan

Lesson Title: Introduction to Fractions

Subject: Mathematics

Grade Level: 3rd Grade

Date: June 1, 2024

Duration: 60 minutes

Teacher: Ms. Example

1. Objective(s):

- Students will be able to define fractions and identify the numerator and denominator in a fraction.

2. Standards:

- CCSS.MATH.CONTENT.3.NF.A.1: Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts.

3. Materials Needed:

- Fraction circles, whiteboard, markers, worksheets, projector

4. Anticipatory Set (Engagement):

- Show a pizza cut into slices and ask, "How can we describe this part of the pizza using numbers?"

5. Instruction (I Do):

- Introduction: Today, we will learn about fractions, which tell us how many parts of a whole we have.
- Explanation: A fraction has two parts: the numerator (top number) and the denominator (bottom number).
- Modeling: Write the fraction $\frac{1}{4}$ on the board and explain that the numerator 1 represents one part, and the denominator 4 represents the total parts.
- Examples: Show different fractions using fraction circles.

6. Guided Practice (We Do):

- Interactive Practice: Use fraction circles to create different fractions and discuss them as a class.
- Checking for Understanding: Ask students to identify the numerator and denominator in various fractions.

7. Independent Practice (You Do):

- Practice Activities: Students complete a worksheet where they label the numerator and denominator in given fractions.
- Monitoring: Walk around the room to provide feedback and assistance.

8. Closure:

- Review Key Points: Recap the definitions of numerator and denominator.
- Questions: Ask, "What is the numerator in the fraction $\frac{3}{8}$?"
- Preview Next Lesson: Tomorrow, we will learn how to compare fractions.

9. Assessment:

- Worksheet completion and accuracy
- Oral questioning during guided practice

10. Differentiation:

- Provide visual aids and hands-on materials for students who need them.
- Offer challenging problems for advanced learners.

11. Reflection:

- Reflect on student engagement and understanding. Note any areas of difficulty and plan to review them.

While EDI is a valuable instructional model, Liberty Central School District teachers adapt teaching methods to meet the diverse needs of students and to incorporate a variety of instructional strategies. Additionally, visuals and graphics used in the classroom, such as charts and diagrams, enhance the learning experience by providing additional support and reinforcement of key concepts.

HMH Planning Documents

HMH is our approved Reading and Math curriculum in elementary and middle school. Although HMH provides the lessons, it is still essential for teachers to be planning weekly. This [HMH weekly planning document](#) will be very helpful for teachers using the HMH platform. Please make a copy and use it for your planning purposes. This [Plan Targeted Small-Group Instruction.pdf](#) is a wonderful planning tool for small group math instruction.

Specially Designed Instruction:

The Liberty Central School District also utilizes specially designed instruction for our students with individualized education programs (IEPs). In practical terms, specially designed instruction (SDI) is instruction that is tailored to a particular student. It addresses their Individualized Education Program goals; accounts for their disability; provides modifications or adaptations to content; and encourages access to the general education curriculum. SDI is defined in the Individuals with Disabilities Education Act (IDEA) as “adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction —

- To address the unique needs of the child that result from the child’s disability; and
- To ensure access of the child to the general curriculum...”

SDI can be provided in a variety of domains (i.e. academic, behavioral, social, etc.). Although often confused, SDI is not differentiation (designing for all learners); an accommodation (providing a change in how the student obtains information, such as Braille); or a modification (adjusting the content a student is meant to access). SDI is often provided by a special education teacher in a variety of settings.

In order to ensure that teachers are effectively utilizing these models, **building administrators will participate in 5 walkthroughs a week**, using their EDI walkthrough forms. The data collected from these walkthroughs will be shared regularly with staff.

Technology Integration:

The goal at Liberty Central School District is to utilize technology tools and resources to provide our students with meaningful and engaging learning experiences. Technology should not be 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. The Liberty Central School District must work to ensure that the NYS [Computer Science and Digital Fluency Learning Standards](#). A goal for the District is to create an Instructional Technology Team that would lead this charge.

Professional Learning Communities:

Professional Learning Communities are an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. PLCs meet monthly at each building, however it is expected that this work will take place during common planning times and whenever possible. The goal is to improve our instructional practices through collaborative study and to improve the educational outcomes for each student by using evidence to make instructional decisions. There are four guiding questions of PLC:

1. What do students need to know, understand and be able to do? (curriculum, concepts, standards, knowledge, skills, performance)
2. How will we know if they have learned it? (assessments, proficiency, evidence, rubrics, grading practices)
3. What will we do if a student has difficulty learning it? (interventions, re-teaching, grouping, engagement, monitoring plan)
4. What will we do if a student already knows it? (extension, individualization, leadership opportunities, project-based learning)

The discussion at PLCs should serve as a catalyst for discussions regarding the need to revise curriculum and to look for additional resources. **Please refer to your Learning By Doing text.**

Multi Tiered System of Supports:

The Liberty Central School District has a comprehensive [MTSS Plan](#). MTSS is a model used to provide research-based high quality systematic instruction and interventions that address a student's individual needs by measuring the level of progress and performance of students over time. *MTSS is about general education* and represents an educational strategy “to close achievement gaps for all students including at risk-academically and behaviorally, students with disabilities, Multi-Language Learners, and academically talented learners preventing smaller learning problems from becoming insurmountable gaps” (NYSED, RtI Guidance Document, October 2010). The MTSS facilitators and team members are also instrumental in providing feedback on the need for curriculum revisions and resources needed to improve instruction.

Professional Learning:

A well-coordinated professional development plan is dedicated to harmonizing a system's resources for the efficient implementation of the district's written curriculum. It also supports training in instructional practices tailored to address the identified needs of both teachers and students. The plan incorporates continuous evaluation of the design and delivery of professional development to assess its impact on enhancing student learning and achievement.

A successful professional development program operates at the district level, receives support during implementation, and undergoes monitoring to ensure long-term institutionalization. Additionally, the program is strategically focused and prioritized to optimize the utilization of limited employee training time and fiscal resources.

In conjunction with the curriculum management plan, a separate professional development plan has been formulated to outline practices and procedures for ongoing professional development. The key areas of emphasis in alignment with the district's strategic goals include data-driven instruction, effective instructional methods, implementation of standards/curriculum, and support for new teachers. Each year, district leadership reviews teacher evaluations, student data, and strategic plan tactics to determine the specific focus areas for professional development.

Assessment Model

The proficient utilization of student achievement data plays a crucial role in achieving the district's goals for student learning. This section focuses on assessment, which serves as a feedback mechanism for continuous improvement in the teaching and learning process. Consequently, the incorporation of assessments and the resulting data becomes an essential component of an effective instructional program.

Taking a systemic perspective, assessment is deliberate, well-managed, consistent, aligned, coherent, and transparent. The primary objective is twofold. Firstly, assessment serves as a process that, when followed, helps gauge the extent to which students are achieving and maintaining mastery of curriculum objectives. Secondly, it furnishes valuable information to enhance decision-making related to classroom instruction, resource utilization, necessary professional development, appropriate instructional support for students, and potential changes or revisions in curriculum design.

Liberty Central School District's Comprehensive System of Assessments

Beginning of the Year

Test Window	Assessment	Grades
September - October	STAR	K=8
September - October	HMH	K-8
Ongoing	CFAs (including Investigations)	K-12
Ongoing	Progress Monitoring	K-12
Ongoing	New York State Identification Test for English Language Learners (NYSITELL)	K-12

Middle of the Year

Test Window	Assessment	Grades
January - February	STAR	K=8
January - February	HMH	K-8
Ongoing	CFAs (including Investigations)	K-12
Ongoing	Progress Monitoring	K-12
Ongoing	New York State Identification Test for English Language Learners (NYSITELL)	K-12
January	Regents	9-12

End of the Year

Test Window	Assessment	Grades
May - June	STAR	K=8
May - June	HMH	K-8
Ongoing	CFAs (including Investigations)	K-12
Ongoing	Progress Monitoring	K-12
April - May	New York State Assessment ELA, Math and Science	3-8
Ongoing	New York State Identification Test for English Language Learners (NYSITELL)	K-12
April - May	New York State English as a Second Language Achievement Test (NYSESLAT)	K-12
June	Regents	8-12

Roles and Responsibilities

Curriculum management entails a systematic role that demands precision in defining the organizational structure, procedures, processes, personnel, and tasks involved. Within this segment of the Curriculum Management Plan, we have pinpointed the diverse stakeholders and carefully outlined the roles of each group, emphasizing their contributions to the effective design and delivery of a cohesive curriculum.

Key Points:

- The Board of Education, in fulfilling its role in policy development, establishes directives to guide and support continuous curriculum development and assessment.
- The Superintendent and the Administrative Cabinet bear the responsibility for executing the Board's policies, encompassing the formulation and execution of the curriculum.
- District administration holds the responsibility for formulating, evaluating, and implementing the curriculum at the district level.
- The school principal plays a pivotal role in executing and overseeing the delivery of the curriculum.
- Teachers are accountable for proficiently planning, delivering, and evaluating the district's curriculum.
- Students are tasked with actively engaging in the teaching/learning process.
- Parents collaborate closely with teachers to ensure the academic success of their children.
- The Assistant Superintendent for Business ensures that the district's budget aligns with the organization's objectives and priorities for curriculum and instructional programming.

Roles and Responsibilities Regarding Curriculum Management:

Students:

- Recognize the importance of active participation in the learning and assessment process.
- Understand and articulate their learning strengths and needs
- Articulate learning objectives within a required unit of study
- Come to class with all necessary learning tools
- Actively participate in the learning process
- Use data results to establish 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
- Set goals for their own learning

Families:

- Connect with teachers and administrators
- Establish high expectations for learning and nurture the desire to be a life-long learner
- Be actively involved in their child's education by:
 - Knowing their child's teacher(s)
 - Communicating their child's or family's individual or cultural needs
 - Attending meetings providing information about the school
 - Attending parent/teacher conferences
 - Keeping up with their child's progress, report cards, and test data (online access)

- Ensuring completion of homework assignments and that their child goes to class prepared for learning
- Helping their child develop good study habits
- Supporting school policies, including the discipline management plan
- Establish and maintain a positive attitude toward the school, staff, and the educational process.
- Make every effort to address the physical, emotional, and health care needs of their child.

Teachers:

- Effectively teach the district's written curriculum
- Deliver classroom instruction using District approved curriculum and instructional models
- Determine student mastery using various assessments
- Collaborate through professional learning communities to improve student learning
- Involve students in the learning process through various strategies, grouping arrangements, and culturally responsive assignments
- Use assessment data to determine student proficiencies and areas of need, communicating those to students, parents, and principals
- Differentiate instruction based on student performance data to provide opportunities for mastery
- Participate in professional learning to improve classroom instruction and develop teacher leadership
- Demonstrate an understanding and commitment to the curriculum alignment process
- Participate in curriculum development and evaluation activities as appropriate

School Principal:

- Serve as the primary instructional leader and communicate expectations for instructional staff.
- Manage the delivery of the curriculum and emphasize its importance regularly.
- Develop a working knowledge of the curriculum for all subjects/courses represented at the assigned school.
- Observe teaching and learning in each classroom using the District's approved walk-through template.
- Monitor and evaluate lesson delivery and assessment using the District's approved evaluation system.
- Provide school-based professional learning to improve curriculum delivery, cultural responsiveness, and student performance.
- Provide opportunities for teachers to review data, plan, and share strategies through professional learning communities.
- Use assessment data in collaboration with teachers to continuously improve student performance, analyze equity or opportunity gaps, develop appropriate interventions, and school improvement initiatives.
- Participate in professional learning offerings to effectively carry out instructional leadership responsibilities.
- Communicate to parents their role in supporting learning for their children.
- Demonstrate an understanding of the curriculum management plan and their role within the plan; share curriculum management plan with staff and stakeholders.

Assistant Superintendent:

- Develop a plan for curriculum management, development, customization, revision, and evaluation
- Facilitate a review of curriculum guides and resources for cultural relevance and develop an action plan to address gaps and biases
- Establish and implement a curriculum communication plan
- Establish curriculum regulations, guidelines, and priorities
- Provide technical and expert assistance, training, and resources needed to implement the curriculum
- Oversee the assessment of curriculum
- Establish a district testing calendar
- Provide guidance for principals in data analysis of interim tests and state assessments
- Provide support to principals in their role of implementing and managing the curriculum

Superintendent and Administrative Cabinet Members:

- Implement the policies of the Board
- Ensure that a functional organizational structure is in place to manage curriculum design and delivery functions
- Recommend a budget to support curriculum design and delivery work
- Require that administrative regulations and management plans are developed and followed
- Report annually to the Board concerning curriculum design and delivery progress
- Be responsible for system coherency and capacity

Assistant Superintendent for Business:

- Ensure that the District's budget reflects the organization's goals and priorities
- Use a program-based budgeting process based on goals, priorities, need, cost-benefit, and consequences if funding is withheld or reduced
- Demonstrate an understanding of the curriculum management plan and articulate how the work is supported through the budgetary process
- Track cost and benefit analysis to programs and services

Board of Education:

- Adopt policies to direct and support ongoing curriculum development and evaluation
- Approve recommendations from the Superintendent regarding curriculum and state-approved instructional resources for teacher use
- Approve a budget that provides adequate funding for the development, implementation, and training needed to effectively design and deliver the curriculum
- Provide funding for instructional resources to implement the curriculum
- Demonstrate an understanding of the curriculum management plan and articulate how the Board supports curriculum work

Curriculum Sustainability Timeline

Timeline	Description	Responsible Team Member
Early July	Order all remaining HMH ELA and Math materials, as well as Science 21 and Science Investigation Materials so they will be here and ready on 1st day of school	Building Principals Facilitators Assistant Superintendent
July-Early August	Roster all instructional technology and ensure it is functional on Classlink	Director of Technology Director of Data
July-Early August	All revision to curriculum maps for the current school year must be complete. Curriculum maps must be reviewed and approved by the building principal and assistant superintendent	Facilitators Building Principals Assistant Superintendent
July-Early August	Provide assessment calendar for the year Ensure curriculum shared drive has all updated curriculum Share pertinent professional learning opportunities for upcoming year	Assistant Superintendent
August	During New Teacher Orientation, ensure teachers are familiar with curriculum documents and curriculum mapping guide	HR Assistant Superintendent
August	Begin planning the November Conference Day PD offerings	Facilitators Building Principals Assistant Superintendent
September - June	Conduct 5 walkthroughs a week to ensure the curriculum is being implemented with fidelity - complete walkthrough forms	LAA Members
September - June	Conduct weekly walkthroughs to ensure the curriculum is being implemented with fidelity	Superintendent Assistant Superintendent
September - June	Conduct Curriculum Committee and District Facilitator Meetings to solicit participation in curriculum and instruction dialog and ensure vertical articulation.	Assistant Superintendent
Fall	Discuss any proposed HS course/elective additions for the following school year	High School Principal HS Facilitators Assistant Superintendent
Fall	Strategic Plan Update	Superintendent

		Assistant Superintendent Building Administrators
January	Complete ordering sheets for all HMH materials in order to secure a quote to provide to the assistant superintendent for business	Facilitators Building Principals Assistant Superintendent
January	Provide budget requests for all curriculum and instructional based items, including any new materials for the following year	Facilitators Building Principals Assistant Superintendent
January	Solidify any new courses, curriculum etc for the following school year	Building Principals Assistant Superintendent
January	Complete request form for curriculum revisions	Facilitators Building Principals Assistant Superintendent
February	Discuss professional development needs for the upcoming school year	Facilitators Building Principals Assistant Superintendent
February-July	Depending on curriculum hours available, begin and finish the approved updating of curriculum maps	Facilitators Building Principals Assistant Superintendent
March	Create program of study for High School for the following year - update website	High School Guidance Communications
March	Review Instructional Technology Usage to determine purchases for following school year	Director of Technology Director of Data and Testing Assistant Superintendent
April -June	Post for and hire Facilitators/Directors who will be instrumental in the discussions regarding curriculum.	Assistant Superintendent Building Principals
May	Schedule all HMH Data Reviews and Professional Development for the following year	Facilitators Building Principals Assistant Superintendent
May	Begin planning professional learning opportunities for the September Superintendent's Conference Day	Building Principals Assistant Superintendent
June	Order any HMH items possible in current budget	Facilitators Building Principals Assistant Superintendent