

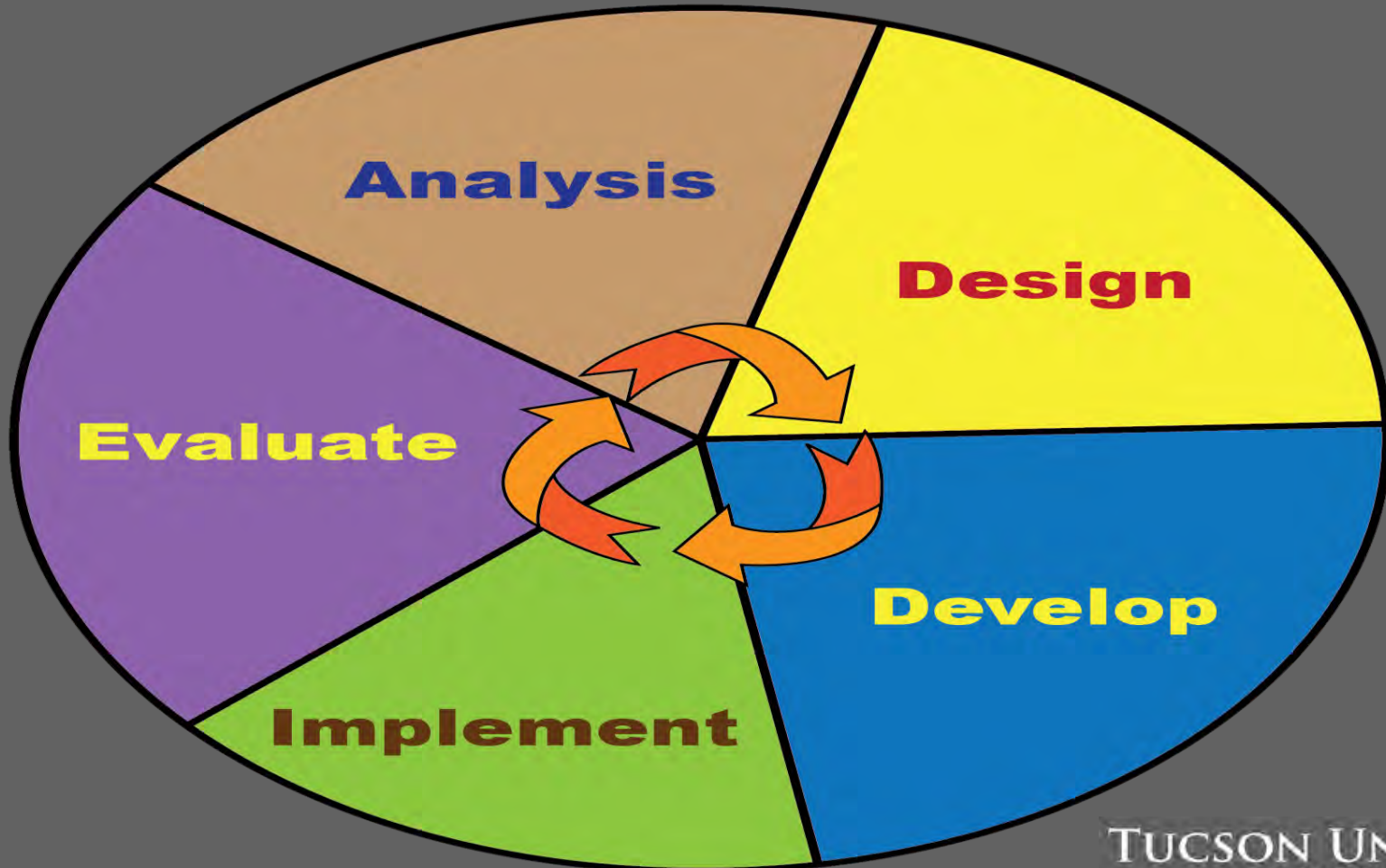
STRATEGIC PLAN YEAR-2 GOALS CURRICULUM QUARTERLY UPDATE

February 23, 2016

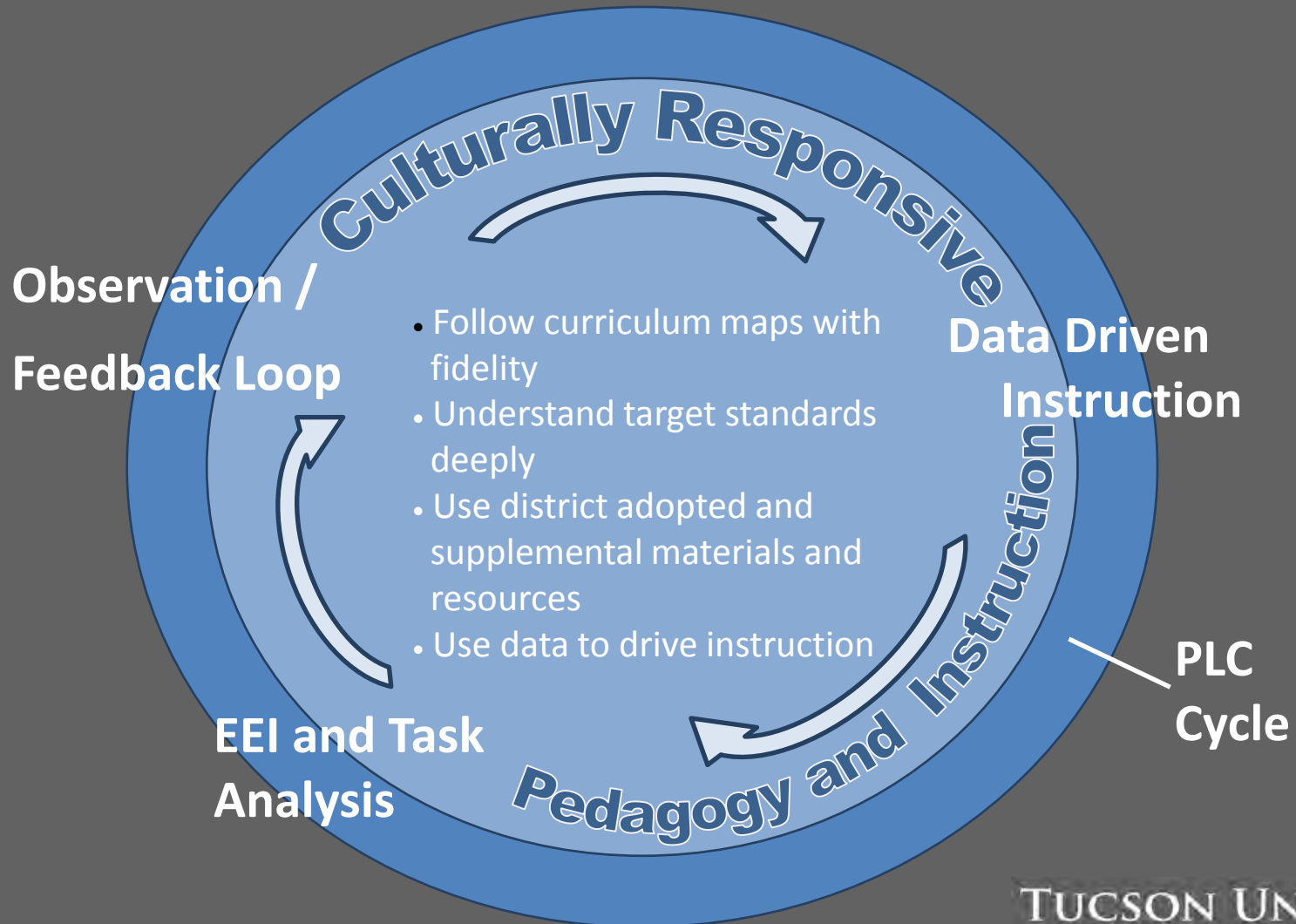
Strategic Plan: Curriculum Year-2 Goals

- **Priority 1: Curriculum**
- **Priority 2: Instruction**
- **Priority 3: Professional Development**
- **Priority 4: Data**
- **Priority 5: Assessment**

Priority 1: Curriculum Stages of Curriculum Design



Tier I Instruction Process Map



Grade 4, Quarter 3 ELA

Reading Focus: Literary
Writing Focus: Informational/Explanatory

Unifying Concept: Building Communities

Quarter 3

Timeless Standards: the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas) and essentiality (knowledge and skills are necessary for success in future courses or grade levels).¹

Performance Level Descriptors: <http://www.azed.gov/assessment/azmeritsupportmaterials/>

4.RL.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Students will be able to draw inferences from the text using details and examples to support their thinking.

4.W.2a-e: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Students will be able to write clear and relevant paragraphs about a topic.

4.L.1a-h: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Students will be able to use relative pronouns and adverbs, progressive verb tenses, modal auxiliaries, order adjectives, use prepositional phrases, produce complete sentences, use frequently and confused words while speaking and writing. In addition, they will write one or more paragraphs about a topic.

4.RF.4a-c: Read with sufficient accuracy and fluency to support comprehension.

Students will be able to read grade level texts with purpose and understanding using context to confirm what has been read.

Priority 2: Instruction

- **challenging and engaging instruction**
- **high-quality curriculum**
- **meeting the individual needs of every child**



Priority 2: Instruction

Year 2 Goal

- deliver culturally responsive curriculum that engages students
- use effective questioning and discussion techniques in their lessons



English Language Development 4th Grade, Quarter 3rd

Unifying Concept: Immigration and U.S. Geography

Big Ideas	Selected Readings of Complex Texts		Standards																																																																																																									
<p>ENDING UNDERSTANDING: Where people come from, inspires their actions and sense of belonging.</p> <p>ESSENTIAL QUESTION: How does someone feel about their land or state where they were born?</p> <p>What are examples that show their loyalty to their places of origin?</p>	<p>EXTENDED TEXT(S):</p> <p>Unit 5: Cultural Ties</p> <ul style="list-style-type: none"> Fiction: <i>The Lotus Seed</i> by Sherry Garland T272a Nonfiction: <i>Where We Come From</i> (Magazine) T292a <p>Unit 6: This State of Mine</p> <ul style="list-style-type: none"> Fiction: <i>A Quarter's Worth of Fame</i> by Jerry Stanley T316a Nonfiction: <i>The Tree That Would Not Die</i> by Ellen Levine T340a <p>SHORT CONNECTED TEXTS & MEDIA</p> <p>Unit 5: Cultural Ties</p> <p>Level Books and Window on Literacy</p> <ul style="list-style-type: none"> <i>A Nation of Immigrants</i> by Guadalupe Lopez DRANF28 <i>How Many Days to America?</i> By Eve Bunting DRA30 <i>Why Did They Come?</i> By Solomon Gordon DRA18 <i>An Immigrant Community of the 1900's</i> by Gare Thompson NL <p>Language Songs: CD 2</p> <p>Big Book: pages 21-24</p> <p>Kidspiration CD-ROM Picture Libraries:</p> <ul style="list-style-type: none"> <i>Social Studies</i> for holiday symbols. Selection Readings CD2 Profile Picture Cards: E55-E61 <p>Unit 6: This State of Mine</p> <p>Quarter Kids (Newspaper Article)</p> <ul style="list-style-type: none"> <i>Letters Help Save the Treaty Oak</i> (Persuasive -Letters) <p>Level Books and Window on Literacy</p> <ul style="list-style-type: none"> <i>Hawaii and Alaska: A part, but Still a Part</i> by Daphne Liu NFDRA38 <i>Your Great State</i> by Daphne Liu DRA24 <i>More Places to Visit</i> by Nick Bruce DRA18 <i>The Southwest: It's History and People</i> by Adam McClellam NL <i>Now and Then</i> by Faridah Yusof DRA6 <i>School Today and Long Ago</i> by Mario Lucca DRA11 <i>Our Town</i> by Faridah Yusof DRA13 <i>Hawaii</i> by Elaine Morris DRA18 <i>My Family Tree</i> by Marvin Buckley DRA13 <i>Bicycles</i> by Gare Thompson DRA19 <i>Time Lines: 1900-2000</i> by Liam Collins DRA20 <p>Language Songs: CD 2</p> <p>Big Book: pages 25-28</p> <p>Kidspiration CD-ROM Picture Libraries:</p> <ul style="list-style-type: none"> <i>Geography</i> for state and U.S. shapes. Selection Readings CD2 Profile Picture Cards: E62-E74 		<p>Targeted</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Language</td> </tr> <tr> <td>III-R-4-E-1</td> <td>III-W-1-HI-1 4 W 3</td> <td>Grammar</td> </tr> <tr> <td>III-R-4-L1-HI-11</td> <td>III-W-1-HI-4 4 W 2</td> <td>III-L-1(N)/B-L1-6 4 L 1</td> </tr> <tr> <td>III-R-4-B-12</td> <td>III-W-2-HI-2 4 L 2a</td> <td>III-L-1(PRO)/E-HI-1-3 4 L 1</td> </tr> <tr> <td>III-R-4-B-HI-13 4 RI.1, RI.1</td> <td>III-W-2-E-HI-4 4 L 2a</td> <td>III-L-1(V)/B-S/6,9-12 4 L 1</td> </tr> <tr> <td>III-R-4-L1-16 4 RI.3</td> <td>III-W-2-HI-5 4 L 1,2,3, 4 W 3</td> <td>III-L-1(V)/B-18 4 L 1bc</td> </tr> <tr> <td></td> <td>III-W-2-HI-6,7 4 L 1,2,3</td> <td>Vocabulary</td> </tr> <tr> <td></td> <td></td> <td>III-L-2-E-HI-4 4 L 6</td> </tr> <tr> <td></td> <td></td> <td>III-L-2-L1-HI-14 4 L 4c</td> </tr> </table> <p>Complementary</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Listening and Speaking</td> </tr> <tr> <td>III-R-4-B-HI-1</td> <td>III-W-4-B-1(2) 4 W 4</td> <td>III-L-2-B-HI-4 4 SL 1</td> </tr> <tr> <td>III-R-4-B-HI-8 4 RI.4, 4 RI.4</td> <td>4 W 6a,b</td> <td>III-L-2-B-HI-7 4 SL 4</td> </tr> <tr> <td>III-R-4-B-HI-15 4 RI.3</td> <td></td> <td>Language</td> </tr> <tr> <td>III-R-4-B-HI-19,21</td> <td></td> <td>Grammar</td> </tr> <tr> <td>III-R-4-B-HI-31 4 RI.8</td> <td></td> <td>III-L-1(PRO)/B-HI-4</td> </tr> <tr> <td>III-R-4-B-HI-34 4 RI.5</td> <td></td> <td>III-L-1(V)/B-HI-4,10,13,14,20,22</td> </tr> <tr> <td></td> <td></td> <td>III-L-1(V)/B-HI-17 4 L 1c</td> </tr> <tr> <td></td> <td></td> <td>III-L-1(V)/B-HI-19 4 L 1b</td> </tr> <tr> <td></td> <td></td> <td>Vocabulary</td> </tr> <tr> <td></td> <td></td> <td>III-L-2-B-HI-12 4 L 4a</td> </tr> </table> <p>Constant throughout the year</p> <table border="0"> <tr> <td>Reading</td> <td>Writing</td> <td>Listening and Speaking</td> </tr> <tr> <td>III-R-1-B-HI-3</td> <td>III-W-1-B-HI-6 AZ, 4 W 4</td> <td>III-L-1-B-HI-1</td> </tr> <tr> <td>III-R-2-B-HI-4</td> <td>III-W-3-B-HI-1 4 W 5</td> <td>III-L-1-B-HI-5 4 SL 1,4</td> </tr> <tr> <td>III-R-2-B-HI-8 4 SR 3a</td> <td>III-W-3-B-HI-2 4 W 4,5</td> <td>III-L-1-B-HI-6,9 4 SL 1c</td> </tr> <tr> <td>III-R-3-B-HI-1 4 RF 4</td> <td>III-W-3-B-HI-4,5 4 W 5</td> <td>III-L-1-B-HI-8 4 SL 1</td> </tr> <tr> <td>III-R-4-B-HI-2 4 RI.1</td> <td>III-W-3-B-HI-6 4 W 6</td> <td>III-L-1-B-HI-1</td> </tr> <tr> <td>III-R-4-B-HI-3 4 RI.1,4 RI.1</td> <td>III-W-3-B-HI-7 4 W 10</td> <td>III-L-1-B-HI-2 4 SL 6</td> </tr> <tr> <td>III-R-4-B-HI-4,5</td> <td>III-W-4-B-HI-3 4 W 4</td> <td>Language</td> </tr> <tr> <td>III-R-4-B-HI-6 4 RI.9</td> <td>III-W-5-B-HI-1 4 W 7,8</td> <td>Grammar</td> </tr> <tr> <td>III-R-4-B-HI-13 4 RI.1,4 RI.1</td> <td></td> <td>III-L-1(V)/B-HI-1</td> </tr> <tr> <td>III-R-4-B-HI-14 4 RI.3</td> <td></td> <td>III-L-1(V)/B-HI-7 4 L 1f</td> </tr> <tr> <td>III-R-4-B-HI-17,18</td> <td></td> <td>III-L-1(V)/B-HI-8 4 L 1b</td> </tr> <tr> <td>III-R-4-B-HI-20 4 RI.4</td> <td></td> <td>Vocabulary</td> </tr> <tr> <td>III-R-4-B-HI-22,27,28</td> <td></td> <td>III-L-2-B-HI-10 4 L 1g, 4 L 4a</td> </tr> <tr> <td>III-R-4-B-HI-29 4 RI.1</td> <td></td> <td></td> </tr> </table>	Reading	Writing	Language	III-R-4-E-1	III-W-1-HI-1 4 W 3	Grammar	III-R-4-L1-HI-11	III-W-1-HI-4 4 W 2	III-L-1(N)/B-L1-6 4 L 1	III-R-4-B-12	III-W-2-HI-2 4 L 2a	III-L-1(PRO)/E-HI-1-3 4 L 1	III-R-4-B-HI-13 4 RI.1, RI.1	III-W-2-E-HI-4 4 L 2a	III-L-1(V)/B-S/6,9-12 4 L 1	III-R-4-L1-16 4 RI.3	III-W-2-HI-5 4 L 1,2,3, 4 W 3	III-L-1(V)/B-18 4 L 1bc		III-W-2-HI-6,7 4 L 1,2,3	Vocabulary			III-L-2-E-HI-4 4 L 6			III-L-2-L1-HI-14 4 L 4c	Reading	Writing	Listening and Speaking	III-R-4-B-HI-1	III-W-4-B-1(2) 4 W 4	III-L-2-B-HI-4 4 SL 1	III-R-4-B-HI-8 4 RI.4, 4 RI.4	4 W 6a,b	III-L-2-B-HI-7 4 SL 4	III-R-4-B-HI-15 4 RI.3		Language	III-R-4-B-HI-19,21		Grammar	III-R-4-B-HI-31 4 RI.8		III-L-1(PRO)/B-HI-4	III-R-4-B-HI-34 4 RI.5		III-L-1(V)/B-HI-4,10,13,14,20,22			III-L-1(V)/B-HI-17 4 L 1c			III-L-1(V)/B-HI-19 4 L 1b			Vocabulary			III-L-2-B-HI-12 4 L 4a	Reading	Writing	Listening and Speaking	III-R-1-B-HI-3	III-W-1-B-HI-6 AZ, 4 W 4	III-L-1-B-HI-1	III-R-2-B-HI-4	III-W-3-B-HI-1 4 W 5	III-L-1-B-HI-5 4 SL 1,4	III-R-2-B-HI-8 4 SR 3a	III-W-3-B-HI-2 4 W 4,5	III-L-1-B-HI-6,9 4 SL 1c	III-R-3-B-HI-1 4 RF 4	III-W-3-B-HI-4,5 4 W 5	III-L-1-B-HI-8 4 SL 1	III-R-4-B-HI-2 4 RI.1	III-W-3-B-HI-6 4 W 6	III-L-1-B-HI-1	III-R-4-B-HI-3 4 RI.1,4 RI.1	III-W-3-B-HI-7 4 W 10	III-L-1-B-HI-2 4 SL 6	III-R-4-B-HI-4,5	III-W-4-B-HI-3 4 W 4	Language	III-R-4-B-HI-6 4 RI.9	III-W-5-B-HI-1 4 W 7,8	Grammar	III-R-4-B-HI-13 4 RI.1,4 RI.1		III-L-1(V)/B-HI-1	III-R-4-B-HI-14 4 RI.3		III-L-1(V)/B-HI-7 4 L 1f	III-R-4-B-HI-17,18		III-L-1(V)/B-HI-8 4 L 1b	III-R-4-B-HI-20 4 RI.4		Vocabulary	III-R-4-B-HI-22,27,28		III-L-2-B-HI-10 4 L 1g, 4 L 4a	III-R-4-B-HI-29 4 RI.1		
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Culturally Relevant Courses

High School African-American Courses

- 7 History
- 1 Government
- 2 English
- Mexican-American Courses
 - 19 History
 - 5 Government
 - 19 English



Culturally Relevant Courses

Middle School Pilot

- 13 English/Language Arts
- 4 Social Studies

1927 - Total students enrolled in high school and middle school Culturally Relevant courses.



Priority 3: Professional Development

Professional Learning Communities

- college- and career-preparedness
- differentiation for diverse student needs
- culturally responsive teaching



PLC Guide

2015-
2016

PROFESSIONAL LEARNING COMMUNITIES GUIDE



TUCSON UNIFIED
SCHOOL DISTRICT

TUCSON UNIFIED
SCHOOL DISTRICT

Framework For Facilitating PD

Planning and Preparation

- Setting Learning Outcomes
- Designing Coherent Instruction

Environment

- Creating a Climate of Respect and Rapport
- Establishing Procedures

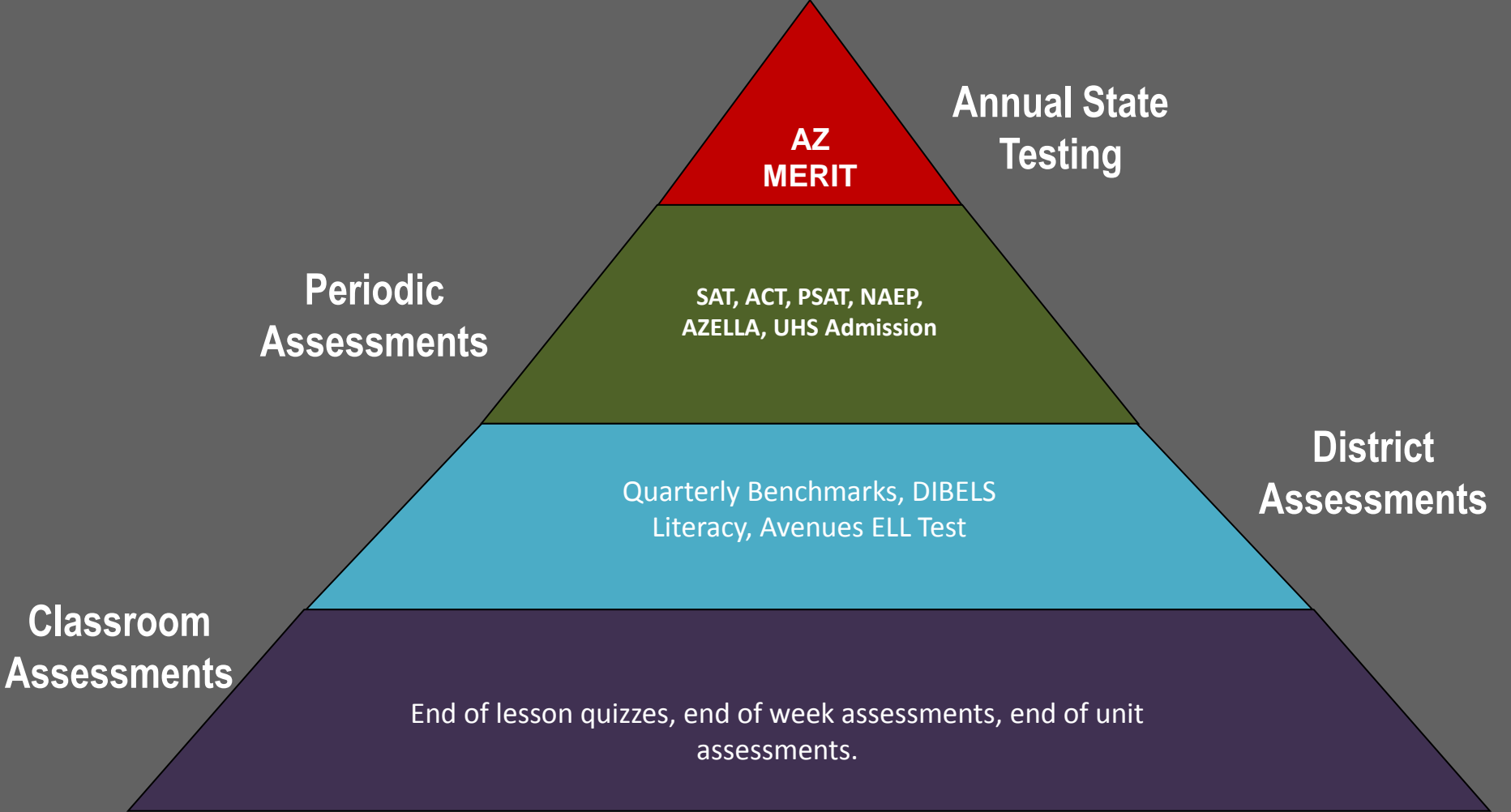
Delivery of Services

- Managing Pacing and Time
- Facilitating Engagement
- Demonstrating Effective Instruction for Adult Learners
- Providing Evaluation Opportunities

TUSD Framework for Facilitating Professional Development Rubric

	Level 1 Not Meeting the Standard	Level 2 Partially Meeting the Standard	Level 3 Meeting the Standard Proficient Indicators	Level 4 Exceeding the Standard	Score
Domain 1: Planning & Preparation	<ul style="list-style-type: none"> ▪ Objectives of the professional development (PD) are specific and measurable. ▪ Objectives are aligned with the District Strategic Plan and/or Unitary Status Plan. 				
	<ul style="list-style-type: none"> ▪ Agenda includes activities that are completely aligned to the core objectives. ▪ Time for sharing, framing and application is appropriately balanced. 				

Priorities 4 and 5: Assessment Design



SP Priorities 4: Data & Assessment

- Analyze ELA, Math, and Writing Data to provide staff development using data to drive instructional decisions
 - School City reports – online data resource that can be shared within a school
 - *SY 2016-17 - Synergy*

- Implement a standardized measurement system with common bi- or tri-weekly assessments aligned to the curriculum: **UVa Schools**
 - Focused subjects areas are: ELA, Social Studies, and Science for 2016-17
 - UVa schools = Johnson, Lawrence, Cavett, Mission View, Utterback, and Catalina

TUSD ELA Proficiency Levels on Benchmark Assessments: Aggregate Results from Grades 2 - 10 Fall 2015*

	Q1 (N=29,475)	Q2 (N=29,034)
Marginally Proficient	39%	35%
Partially Proficient	18%	20%
Proficient	35%	37%
Highly Proficient	8%	8%

**Includes all students who took the benchmark - ELL students were NOT required to take the ELA benchmark*

TUSD Math Proficiency Levels on Benchmark Assessments: Aggregate Results from Grades 2 – 8, Alg. 1, Geometry, and Alg. 2 Fall 2015*

	Q1 (N=32,933)	Q2 (N=32,486)
Marginally Proficient	35%	36%
Partially Proficient	28%	22%
Proficient	29%	33%
Highly Proficient	7%	9%

**Includes all students who took the benchmark (with ELL students)*

THANK YOU