

VERSION 1.0  
JANUARY 6, 2014



## TACTICAL CURRICULUM DEVELOPMENT PLAN

PRESENTED BY: GSD  
GERMANTOWN SCHOOL DISTRICT

## TACTICAL CURRICULUM DEVELOPMENT PLAN

Plan Overview	
<b>Name of Campaign:</b>	Germantown Model of Standards for Academic Achievement Development
<b>Campaign Manager:</b>	Germantown School District Board of Education
<b>Subject Matter Experts:</b>	Germantown School District Academic Services Staff & Instructors

### OBJECTIVE

Germantown School District, through its Board of Education, will commence work on the development of a modern, comprehensive, and systemic PK-12 curriculum beginning in January 2014 that aligns to the future “Germantown Model of Standards for Academic Achievement” and that Common Core State Standards (CCSS) will be a reference in the development of our own standards.

### MESSAGE SUMMARY

Draft Statement: Germantown School District will become a learning and teaching organization that perpetually engages in the adoption and implementation of research-based curriculum and pedagogy, which leads to thoughtful and enhanced attention to the personalized needs of individual students, regardless of ability, through a variety of resources for the purpose of preparing those students for a quickly evolving world as determined by first, the parents, and eventually, the student...and that determination is made with us [Germantown School District], not by us.

### CALL TO ACTION

#### WHAT IS THE DESIRED OUTCOME?

The Germantown School District will be the premier district in Wisconsin.

#### DO WE HAVE THE OPPORTUNITY TO UTILIZE *PULL-THROUGH* VERSUS *PUSH-THROUGH* STRATEGY?

Through collaboration with all stakeholders, Germantown School District can develop an organization that emphasizes service delivery over product development, which means that our constituents seek “education done for and with you” versus the “education done to you” approach.

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## PROCESS

### PRELIMINARY TO-DO LIST

- 1) Commit the resources to get the work done; i.e., professional development time, materials, and oversight
- 2) Build upon our current research-based curriculum template (Rigorous Curriculum Design) from which all written curricula will be aligned
  - A timeline and action plan for the review and writing of curriculum PK-12 will be developed; the process for curriculum development including participants, expectations, and oversight with regard to implementation will be included
- 3) Provide for new, innovative and/or cost effective opportunities/options that will extend and improve learning to include among others:
  - Blended Learning
  - Problem-based Learning
  - Flipped Classrooms
  - Virtual Learning
  - Enhanced Technical Education Pathways

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## WHAT DRIVES OUR CAMPAIGN?

### POLICY 2210 – CURRICULUM DEVELOPMENT

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the District Administrator.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provides instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;
- B. ensures, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- D. consistent with 118.30 Wis. Stats., incorporates State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- E. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;

- F. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- G. utilizes a variety of learning resources to accomplish the educational goals;
- H. encourages students to utilize guidance and counseling services in their academic and career planning;
- I. provides that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally-recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades;
- J. provides for multi-cultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.
  - As educational leader of this District, the District Administrator shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.
  - The District Administrator shall make progress reports to the Board periodically.
  - The District Administrator may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals. Each such innovative program must be consistent with Chapter 118 and appropriate State regulations and receive the approval of the Board.
  - The District Administrator shall report each such innovative program to the Board along with its objectives, evaluative criteria, and costs before it is initiated.
  - Unless the Board disapproves, the District Administrator may proceed to conduct the program.
  - The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.
  - The Board directs the District Administrator to pursue actively State and Federal aid in support of the District's innovative activities.

## PROJECT PLAN

### PRELIMINARY RESOURCES LIST

Resources	Role/Task	Timeline
In-Service Time District Committee Input	Gather information that will be used to in-service Curriculum Task Force: <ul style="list-style-type: none"> <li>• What is the “Germantown Model of Standards for Academic Achievement?”</li> <li>• What is critical thinking?</li> <li>• How should it be designed/articulated into the curriculum?</li> </ul>	Spring, 2014
<i>Rigorous Curriculum Design</i> Trainer Curriculum Coaches	Curriculum Coaches/Curriculum Task Force continue to articulate curriculum using our rigorous standards that articulate deep learning, critical thinking, and problem-solving	Spring, 2014- Spring, 2015
Curriculum Development Time <i>Rigorous Curriculum Design</i> Trainer Curriculum Coaches	Create authentic learning tasks (critical thinking, collaboration, problem-solving, creativity, and adaptability)	Summer, 2015 and 2016
<i>Rigorous Curriculum Design</i> Trainer Curriculum Coaches	Create Assessments <i>of</i> Learning: include performance, application and demonstration of students’ understanding of rigorous content	Summer, 2014 and 2015
<i>Rigorous Curriculum Design</i> Trainer Curriculum Coaches	Create Assessments <i>for</i> Learning: includes project work and simulations that help guide instructional planning for individual students	Summer, 2014 and 2015
Technology (see District Technology <a href="#">Plan</a> )	Use various forms of technology as tools to enhance understanding and transform learning experiences	Ongoing

## PRELIMINARY BUDGET ESTIMATES

- *Rigorous Curriculum Design* Training/Assessment Creation - \$10,000 for trainer (2 sessions)
- Release time for Curriculum Coaches with Trainer- 30 teachers x \$100 for sub x 2 mtgs = \$6,000
- Follow up release time with Curriculum Coaches – 30 teachers x \$100 for sub x 2 mtgs = \$6,000
- Technology???
- Summer Curriculum Pay 2014 – 30 teachers @ \$23.00/hr for 40 hours = \$27,600
- Summer Curriculum Pay 2015 – 30 teachers @ \$23.00/hr for 40 hours = \$27,600
- Summer Curriculum Pay 2016 – 30 teachers @ \$23.00/hr for 40 hours = \$27,600
- Release for Curriculum Development Time 2014-15 – \$6,000 x 4 meetings per year = \$24,000
- Release for Curriculum Development Time 2015-16 - \$6,000 x 4 meetings per year = \$24,000
- Release for Curriculum Development Time 2016-17 - \$6,000 x 4 meetings per year = \$24,000

## METRICS AND EXPECTATIONS

- Family perspectives, experiences, and input are critical sources of district accountability
- Each learner follows a unique path based on their individual interests, strengths and preferred learning styles
- High school graduates have all the necessary skills and abilities to succeed – without the need for remediation – in post-secondary education or in a chosen career path
- Continue to utilize the State assessment device as it relates to school report cards
- Continue to utilize MAP assessments
- Build upon the ACT suite and other assessments for the purpose of gauging students' interests, strengths, proclivities, etc.; ACT, PLAN, EXPLORE, WorkKeys, ASVAB, COMPASS
- Build upon on local formative assessments; create local bank for internal monitoring

