

THE
PENNSBURY SCHOOL
DISTRICT



K-12

CURRICULUM RENEWAL HANDBOOK

8/1/24

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PENNSBURY SCHOOL DISTRICT

District Mission:

Recognizing our proud traditions and diverse community, the Pennsbury School District prepares all students to become creative, ethical, and critical thinkers for lifelong success in a global society.

District Vision Statement:

Promoting Academic Success and Resiliency in All Students

- Every student will become his/her best intellectual and ethical self.
- Every student will persevere to reach his/her highest social, emotional, and academic potential.
- Every educator will inspire students to strive for academic excellence and strength of character.
- Every school will develop engaged, professional learning communities to support the Growth Mindset.

District Equity Vision

The Pennsbury School District is committed to fostering an inclusive educational environment that understands, respects, and embraces individual differences as assets that serve to enhance our school community. Educational equity-- the practice of distributing resources, access, and opportunity based on fairness and justice regardless of race, ethnicity, color, age, religion, gender, gender identity, gender expression, sexual orientation, language, disability, or socio-economic status-- will serve as the foundation of all decision-making to ensure equitable outcomes for every learner.

District Beliefs

PSD believes:

- A culture of caring is essential for learning.
- All students within the school setting should have access and opportunity for rigorous learning, positive identity, and social-emotional development.
- All students deserve access to and opportunity for academic excellence and positive identity development in school.
- caring, supportive relationships, feelings of belonging, and social-emotional development are foundational to healthy identity development and meaningful learning.
- Culturally relevant curricula, universally designed instructional practices, and diverse extracurricular programs foster academic success, strong character, positive identity development, and civility in all of our students.



INTRODUCTION

The Pennsbury School District is committed to providing students with a high-quality instructional program that meets the needs of our diverse learners. This document outlines the process by which the curriculum is constantly evolving to meet the needs of our learners, the expectations of our community, and the alignment to standards, technology, and college and career readiness.

It is the expectation of the administration that curriculum leaders and teachers follow this process and take a thoughtful and reflective approach to the work of curriculum development and renewal in order to ensure the best possible outcomes for students.

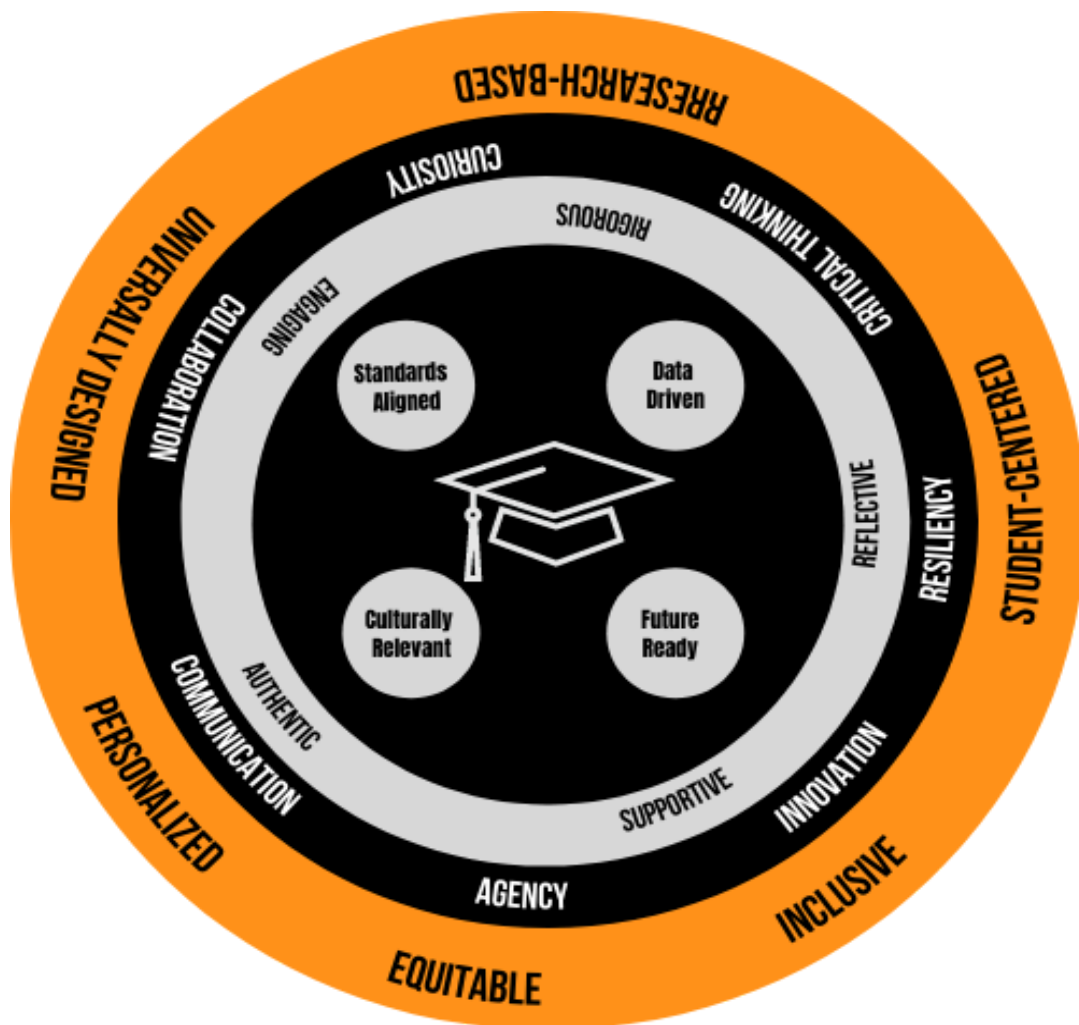
STATEMENT OF PURPOSE

The Pennsbury School District is committed to continuous program improvement. The purpose of the new Curriculum Renewal and Design Plan is to provide for sustained improvement of programs provided within the district. It is intended to provide a framework for guiding planned educational advancement to assist the district in fulfilling its mission. Throughout the Plan, the term “program” is intended to include all aspects of the educational process that includes, but is not limited to, curriculum, instruction, assessment, supportive services, and organizational structure.



CONCEPTUAL FRAMEWORK FOR CURRICULUM AND INSTRUCTION

The Pennsbury School District is focused on providing students with a rich and varied curriculum that offers them opportunities and provides support and challenge as needed. The conceptual framework below offers a graphical representation of the underlying principles which contribute to the components of the curriculum. In the center are the four pillars of our teaching and learning strategy. We emphasize a program that is standards-based, culturally relevant, which utilizes specific data, and future-ready with technology resources. Our lessons are expected to be designed with the gray circle in mind; rigorous, engaging for students and teachers, authentic and relatable, as well as supportive and reflective, with the understanding that teachers are designing lessons with the end result in mind. The skills we expect to develop in students are in the black circle, with a focus on critical thinking, curiosity, collaboration, resiliency, innovation, communication, and agency or student ownership. The key features of the curriculum are included in the orange ring. Our curriculum is expected to be research-based, student-centered, inclusive of all learners, equitable to the entire school community, personalized as needed, and universally designed so that the varying needs of students are met.



CURRICULUM RENEWAL AND DESIGN PLAN PENNSBURY SCHOOL DISTRICT

The Mission of the Pennsbury School District Curriculum Coordinating Council

The mission of the Curriculum Coordinating Council is to coordinate and communicate curriculum efforts and programs district-wide. The council provides leadership and support to create the optimum learning environment so that students can realize their full potential to function effectively in an ever-changing future.

Pennsbury School District and the Curriculum Renewal and Design Plan

Recognizing the need to link ongoing curriculum, evaluation and development, and assessment of students to the beliefs, mission, and goals of the district, the following Curriculum Renewal and Design Plan has been established. The major purposes of the district's curriculum renewal and design process include:

Program Evaluation: A systematic process for program evaluation built into the plan such that program evaluation occurs at the district level with respect to the quality and sufficiency of the student learning outcomes and assessment, and at the building level with respect to delivery of the instructional program.

Student Outcomes: All curricular areas will be systematically updated with learning expectations reformatted as specific learning content and performance standards for students. PA State Standards and student achievement data including both state and district assessments will be included as key components of the process.

Student Assessment: A balanced systematic student assessment plan will be generated so that student assessments are based on performance as specified in the content and performance standards. This will provide the district with additional data regarding student accomplishment of learning outcomes and will provide a comprehensive system for assessing student performance that will include both standardized and performance-based measures. The creation and implementation of multilevel assessments is a key component of an ongoing program evaluation plan. Assessment strategies will be delineated in the Pennsbury School District Balanced Assessment Plan.

Implementation: The focus of implementation of the curricular program will be at the building level with the staff as the key players in the implementation process. Ongoing monitoring of implementation is important in ensuring a guaranteed and viable curriculum.

Professional Development: Successful implementation of the curriculum is dependent on a highly trained staff of teaching professionals. Ongoing professional development is necessary to ensure that staff has the knowledge and skills to implement new programming. The Curriculum Evaluation and Improvement Plan requires that professional development be considered a key component of the continuous improvement cycle.

ROLES AND RESPONSIBILITIES

All district staff members are responsible for ensuring that all students learn the district's curriculum and demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified, although the responsibilities are not limited to those listed.

SCHOOL BOARD

The Board will:

- Adopt goals that provide a well-balanced curriculum resulting in improved student learning;
- Establish policies to direct and support ongoing curriculum development and evaluation;
- Adopt a budget that provides for the development, implementation, training, and evaluation of curriculum;
- Authorize the implementation and review of a comprehensive plan for the district;
- Approve curricular programming aligned with continuous improvement;
- Communicate to its constituents the Board's curricular expectations.

SUPERINTENDENT

The Superintendent will:

- Implement board policies and develop regulations related to the curriculum;
- Periodically update the Board concerning implementation;
- Oversee the work of district staff in accomplishing their responsibilities.

DISTRICT CURRICULUM STAFF

The curriculum coordinators/supervisors will:

- Ensure that the curriculum renewal cycle and all accompanying documentation is in place for curriculum development, revisions, program evaluation, and student assessment;
- Implement the curriculum renewal cycle, accessing technical and expert assistance as required;
- Provide materials and design instructional programs that deliver district curriculum effectively;
- Provide and support principals and teachers in their roles of delivering and managing curriculum and professional development;
- Facilitate the analysis and interpretation of assessment data and establish goals for improved instructional practices which align to standards;
- Monitor the delivery of high leverage instructional practices through the following basic strategies:
 - Provision of templates of lesson & unit plans;
 - Professional evaluation plan;
 - Professional development plan.

PRINCIPALS

Principals will:

- Develop a working knowledge of the curriculum content for all subjects/courses to effectively monitor the delivery of the curriculum;
- Communicate, model, and promote the importance of high-leverage instructional practices on a daily basis;
- Monitor the delivery of the high leverage instructional practices through the following basic strategies:
 - Walk-through observations
 - Focus Walks
 - Formal classroom observations
 - Ensure effective instructional delivery mastery-oriented feedback.
 - Leadership of professional learning communities
 - Collaborate with individuals and learning teams;

ROLES AND RESPONSIBILITIES (CON'T)

- Work with MTSS building teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Ensure that student progress in achievement is reported regularly to parents/guardians
- Facilitate and participate in professional development
- Create an annual School Professional Development Plan aligned to the curricular goals.

TEACHERS

Teachers will:

- Deliver universally designed, high-leverage instructional practices, using strategies that meet the unique needs of all students.
- Assess student learning with formative and summative classroom, district, and state assessments;
- Use assessment data to inform instructional decisions;
- Utilize professional technology skills to enhance instructional practices;
- Engage students in the learning and assessment process;
- Engage parents/guardians in the learning process;
- Communicate strengths and weaknesses to students, parents/guardians, and others as appropriate;
- Participate in the district, and building level professional development.

STUDENTS

Students will:

- Be an active partner in the learning and assessing process;
- Understand their own learning strengths and weaknesses;
- Meet or exceed learning requirements based on the District curriculum and standards;
- Exhibit behavior that is conducive to learning for self and others.

PARENTS/Guardians

Parents/Guardians are encouraged to

- Be valued partners in the learning process;
- Accept a shared responsibility working with the teacher in the learning process;
- Participate in District and building-level learning opportunities including conferences and back-to-school nights;
- Support the development of academic, communication, life, and technology skills.



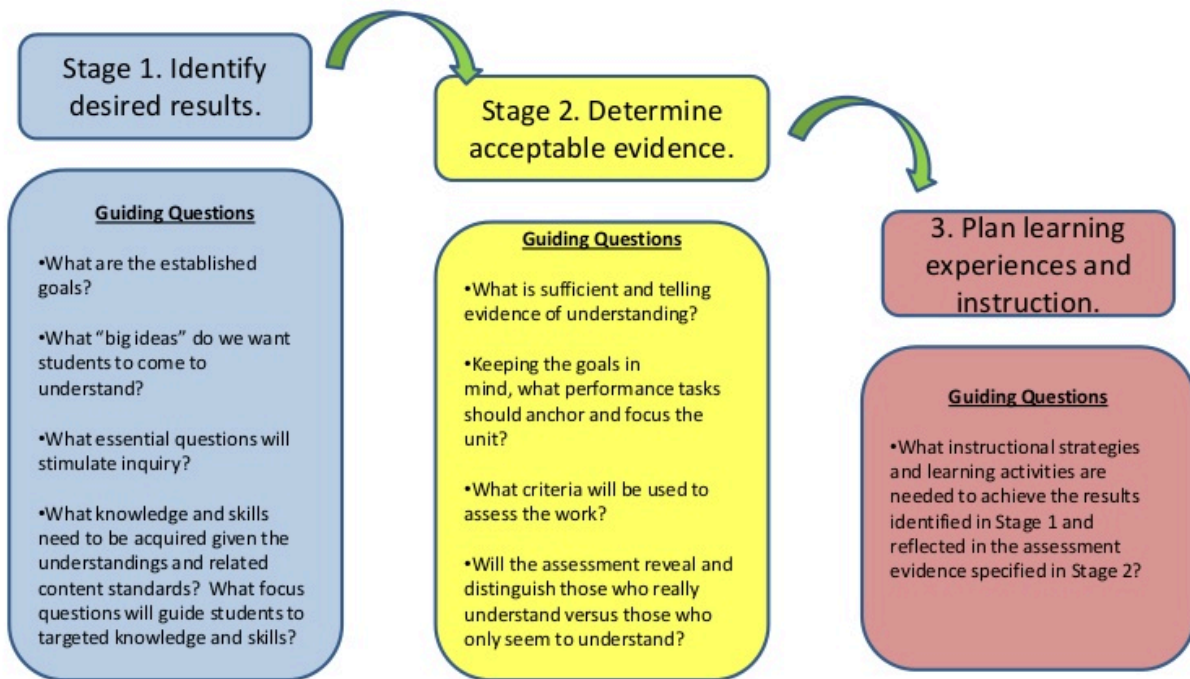
**Understanding by Design
CURRICULUM FRAMEWORK**

Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

Pennsbury has created a simple Framework to help the school community understand how it is structured and how it functions.



UbD: Stages of Backward Design



- There are three “stages” of backward design.
- When planning for lessons or units, educators should begin with the end result in mind and work backward.
- A primary goal of education should be the development and deepening of student understanding—the ability to make meaning of learning via “big ideas” and to transfer learning.
- Students need authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess.
- Teachers are coaches of understanding, not just teaching; they always aim – and check – for successful meaning-making and transfer by the learner
- Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching.
- Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.




PENNSBURY SCHOOL DISTRICT


HIGH LEVERAGE INSTRUCTIONAL PRACTICES

While all domains of the Charlotte Danielson Framework are essential to the design and implementation of effective instruction, the Pennsbury School District emphasizes four high leverage instructional practices as points of focus for the most impactful delivery of instruction. These practices are embedded in the lesson planning and evaluation process and are essential to providing ubiquitous strategies to support all students.

HIGH LEVERAGE INSTRUCTIONAL PRACTICES




KNOW & VALUE EVERY LEARNER




- Materials, tasks & behaviors value all learners
- Individual needs & styles are considered
- What is good for some is good for all!

DEVELOP LEARNER AGENCY




- Give students choice & autonomy
- Promote self-regulation & perseverance
- Make connections to students & their interests
- Give students a voice in their learning

DESIGN INTELLECTUALLY ENGAGING LEARNING EXPERIENCES



- Build on prior learning & knowledge
- Make the goal of the lesson clear
- Offer multiple ways to present content
- Delivery of content matters:
 - Differentiate, group students, model, scaffold & include technology, labs
- Listen to student questions

ENSURE HIGH QUALITY FEEDBACK



- Check for understanding & progress
- Ensure students understand the "big picture"
- Consider how students interact with content and demonstrate new skills
- Use feedback & assessment to plan for future learning.
- Provide options for personalization & self-differentiation.

[High Leverage Instructional Practices Document](#)

STAGES OF THE CURRICULUM REVIEW PROCESS

Pennsbury School District Curriculum Renewal Cycle

STAGE	ACTIVITIES	STAKEHOLDERS
<u>Stage 1</u> <u>Form</u>	<ul style="list-style-type: none"> • Establish a mission statement for the department (MP 1) • Departmental audit (MP 1) • Review of available departmental data (MP 2) • Study enrollment data (MP 3) • Research best practices (MP 2 - MP 4) 	<ul style="list-style-type: none"> • Parents • Other Educators • ETS/College professors • professionals
<u>Stage 2</u> <u>Form</u>	<ul style="list-style-type: none"> • Complete rubric to evaluate textbook and material adoptions (MP 2 - 3) • Complete Standard Aligned Curriculum maps (MP 1- 2) • Develop Scope and Sequence of Units of Study (MP 2 -3) • Evaluate current resources & materials including career artifacts (MP 2 -3) • Develop a team to ensure K-12 vertical articulation (MP 1) 	<ul style="list-style-type: none"> • Students • Teachers from other levels • District Technology Specialist
<u>Stage 3</u> <u>Form</u>	<ul style="list-style-type: none"> • Align instruction, assessments and resources to revised curriculum (MP 1) • Identify and document changes to the units of study (MP 1) • Assess professional development needs and engage in any necessary professional development (MP 1-4) 	<ul style="list-style-type: none"> • Instructional Coaches • Teachers
<u>Stage 4</u> <u>Form</u>	<ul style="list-style-type: none"> • Assess whether the scope, sequence and units of study fit the needs of students & professional staff (MP1) • Make any necessary adjustments to the documented curriculum (MP2) • Engage in peer observations to identify best practices (MP3-4) 	<ul style="list-style-type: none"> • Students • Administrators • Other teachers
<u>Stage 5</u> <u>Form</u>	<ul style="list-style-type: none"> • Study the curriculum renewal process to assess its efficacy (MP 1) • Examine student performance and achievement and make recommendations for any needed modifications (MP 2) • Study grading and grade reporting practices (MP 3) • Review of common assessments (MP 4) 	<ul style="list-style-type: none"> • Administrators • Assessment Supervisor • District Technology Specialist

Curriculum Review Cycle

Stage	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
1	9-12 English 9-12 FCS 6-8 RELA K-5 Science 6-8 Soc Studies 6-8 Health/PE	K-12 Art 9-12 BCIT 6-8 Science 6-12 STEM 8-12 WL K-5 Spark	K-12 Instr Music K-12 Library 6-8 Math K-5 Reading 9-12 Vocal Music	6-8 BCIT 9-12 Health/PE K-5 Math 9-12 Science K-5 Soc Studies K-8 Vocal Music	K-12 Counseling 6-8 FCS 9-12 Math 9-12 Reading 9-12 Soc Studies K-12 ELD K-12 Clim, Cult K-5 PE
2	K-12 Counseling 6-8 FCS 9-12 Math 9-12 Reading 9-12 Soc Studies K-12 ELD K-12 Clim, Cult K-5 PE	9-12 English 9-12 FCS 6-8 RELA K-5 Science 6-8 Soc Studies 6-8 Health/PE	K-12 Art 9-12 BCIT 6-8 Science 6-12 STEM 8-12 WL K-5 Spark	K-12 Instr Music K-12 Library 6-8 Math K-5 Reading 9-12 Vocal Music	6-8 BCIT 9-12 Health/PE K-5 Math 9-12 Science K-5 Soc Studies K-8 Vocal Music
3	6-8 BCIT 9-12 Health/PE K-5 Math 9-12 Science K-5 Soc Studies K-8 Vocal Music	K-12 Counseling 6-8 FCS 9-12 Math 9-12 Reading 9-12 Soc Studies K-12 ELD K-12 Clim, Cult K-5 PE	9-12 English 9-12 FCS 6-8 RELA K-5 Science 6-8 Soc Studies 6-8 Health/PE	K-12 Art 9-12 BCIT 6-8 Science 6-12 STEM 8-12 WL K-5 Spark	K-12 Instr Music K-12 Library 6-8 Math K-5 Reading 9-12 Vocal Music
4	K-12 Instr Music K-12 Library 6-8 Math K-5 Reading 9-12 Vocal Music	6-8 BCIT 9-12 Health/PE K-5 Math 9-12 Science K-5 Soc Studies K-8 Vocal Music	K-12 Counseling 6-8 FCS 9-12 Math 9-12 Reading 9-12 Soc Studies K-12 ELD K-12 Clim, Cult K-5 PE	9-12 English 9-12 FCS 6-8 RELA K-5 Science 6-8 Soc Studies 6-8 Health/PE	K-12 Art 9-12 BCIT 6-8 Science K-12 STEM 8-12 WL K-5 Spark
5	K-12 Art 9-12 BCIT 6-8 Science 6-12 STEM 8-12 WL K-5 Spark	K-12 Instr Music K-12 Library 6-8 Math K-5 Reading 9-12 Vocal Music	6-8 BCIT 9-12 Health/PE K-5 Math 9-12 Science K-5 Soc Studies K-8 Vocal Music	K-12 Counseling 6-8 FCS 9-12 Math 9-12 Reading 9-12 Soc Studies K-12 ELD K-12 Clim, Cult K-5 PE	9-12 English 9-12 FCS 6-8 RELA K-5 Science 6-8 Soc Studies 6-8 Health/PE

Directions to the Curriculum Writer:

Please use the clickable links on page 11 to complete each form at the assigned stage. In addition, a folder has been created which includes all stage forms. You may utilize either format to document your work for each stage.

Pennsbury School District
Stage 1: Department Audit

This document will help guide you in the completion of your departmental audit.

Essential Questions:

- **Do the current course offerings and content align with the established goals and vision for the district?**
- **Are there any necessary changes to ensure that the department offerings and aligned with the mission of the department?**

Step 1: Complete your mission statement

This should be connected to our district mission statement.

Mission Statement	Date Completed
Please click here to complete a form to develop a mission statement for your department.	
Your Department Mission Statement:	

Step 2: Review of Available Department Data

Use the following Scale:

- 1 - Not Relevant
- 2 - Somewhat Relevant
- 3 - Mostly Relevant
- 4 - Relevant

Relevancy of Course Content	Self Rating Scale Score
Preparation for the next sequential course or grade	
High stakes testing (PSSA/Keystones)	
College and/or career readiness	
Meeting graduation requirements	
Meeting requirements of Act 158 (Graduation Requirements)	

Preparing students to have future-ready technology skills	
Offering students opportunities for college-level credit and/or AP credit	
Research skills	
Writing skills	
Reading skills	

Follow Up Questions:	Person/s Involved Date
If coursework meets requirements of Act 158 please explain how:	
If coursework meets requirements of College and/or Career Readiness please explain how:	

Basic Skills	Date Completed
What type of basic skills are areas of focus in this department?	

What type of technology tools does your department rely on for instruction?	Person/s Involved Date

Step 3: Study Enrollment Data

[Department Enrollment Data](#)

Enrollment Data	Date Completed
Study the relationship between levels of courses and the gender of students. Are there any discrepancies?	
Study the relationship between levels of courses and the race of students. Are there any discrepancies?	
Study the relationship between the number of students who are physically in each of the courses. Are there any discrepancies?	

Step 4: Research Best Practices

Best Practices	Person/s Involved Date Completed
<p>(Guiding Document)</p> <ul style="list-style-type: none"> Use the following information to review the best practices and curriculum of other school districts within Bucks County, Pennsylvania, or from across the country. Each category is broken down into the four areas of the Pennsbury School District High-Leverage Educator Instructional practices. <p>Best Practices Guiding Document Form</p>	

Step 5: Goal Setting

GOAL	Person/s Involved Date Completed
Now that you have completed the steps within this stage, develop goal(s) to inform instructional practices for the coming school year.	

Pennsbury School District
Stage 2: Curriculum Development

This document will help guide you in the completion of your curriculum development.

Essential Questions:

- **Does the current curriculum meet the needs of students and provide vertical articulation across the grade levels in the department?**
- **What curricular changes are needed in order to support the vision for improvement and optimal teaching and learning?**

Step 1: Assembled K-12 Content Team to ensure Vertical Articulation

Who are the team members on your K-12 content team and what is their role in the district?	Date Completed
1. 2. 3. 4. 5.	

Step 2: Study Enrollment Data

[Department Enrollment Data](#)

Enrollment Data	Date Completed
Study the relationship between levels of courses and the gender of students. Are there any discrepancies?	
Study the relationship between levels of courses and the race of students. Are there any discrepancies?	

Study the relationship between the number of students who are physically in each of the courses. Are there any discrepancies?	

Step 3: Review Standard Aligned Curriculum maps and make changes based on departmental data from Year 1

To do:	Link	Date Completed
Complete Curriculum Map	PSD Curriculum Map Template	

Step 4: Review Scope and Sequence of Units of Study and make changes based on aligned curriculum changes.

To do:	Link	Date Completed
Update/Review UBD Templates for Units of Study	UBD Template	
Complete Materials Selection Rubric	PSD Materials Selection Rubric	
Complete Career Readiness Artifacts Document		
Utilize Equity Scorecard when completing K-12 evaluation		

Step 5: Evaluate current resources.

To do:	Link	Date Completed
Evaluate current resources	Textbook Selec...	

Step 6: Goal Setting

GOAL	Person/s Involved Date Completed
Now that you have completed the steps within this stage, develop goal(s) to inform instructional practices for the coming school year.	

Pennsbury School District
Stage 3: Implementation and Professional Learning

This document will help guide you through year three of the curriculum renewal cycle.

Essential Question:

How effective was the implementation of the new curricular changes and what professional learning is needed in order to make a continuous improvement?

Step 1:

Using the **Standard Aligned Curriculum maps and Scope and Sequence of Units of Study** created during Year 2, review the changes to the curriculum and highlight the new changes to identify the need for new professional learning.

	Date Completed
Please click here to fill out the chart below to identify the new changes and identify the need for new learning and professional development.	
Needs for new learning:	

Step 2:

Review of Teacher Input: Teachers implementing the new curriculum fill out [this form](#) at the beginning of the year, middle of the year, and the end of the year. The curriculum team uses the surveys to identify common themes and note themes on the chart below.

Review of Teacher Input	Summary of Results
Beginning of the Year	General feelings about the curriculum: Themes concerning barriers, concerns, and needs for future learning: Other comment themes:
Middle of the Year	General feelings about the curriculum: Themes concerning barriers, concerns, and needs for future learning: Other comment themes:
End of the Year	General feelings about the curriculum:

	Themes concerning barriers, concerns, and needs for future learning: Other comment themes:
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Step 3:

Reflect and gather information to drive Year 4 revision and review, based on teacher EOY input from the survey linked above and your team’s experiences throughout Year 3.

<i>Reflection: What went well during implementation? What did you learn about the curriculum over the past year? What do teachers still need to know? How will this drive year 4?</i>	Person(s) Involved Date

Step 4: Goal Setting

GOAL	Person/s Involved Date Completed
Now that you have completed the steps within this stage, develop goal(s) to inform instructional practices for the coming school year.	

Pennsbury School District
Stage 4: Curriculum Monitoring and Adjustment Template

Essential Question:

How do we assess and monitor the effectiveness of curriculum implementation in meeting the needs of students while using data to determine any needed adjustments?

Step 1: Rate current curriculum and progress monitoring criteria

Evidence of Curriculum Monitoring

Likert Rating Scale: 1= Low Effectiveness; 5= High Effectiveness

Effective Curriculum Implementation Criteria	Likert Scale
Review scope and sequence as it relates to your department/content area.	1 2 3 4 5
Ensure no unnecessary redundancy/overlap, or missing skill areas exist as they relate to required standards of expectation.	1 2 3 4 5
Ensure that the adopted curriculum is being delivered with fidelity.	1 2 3 4 5
Progress Monitoring Implementation Criteria	Likert Scale
Identify curriculum-based data points that are being used to ensure monitoring of effective implementation.	1 2 3 4 5
Review available intervention strategies and programs that support student progress.	1 2 3 4 5
Review the implementation of intervention strategies and programs that support student progress.	1 2 3 4 5
Create formal and informal opportunities for teacher collaboration to ensure data-informed instructional practices are made.	1 2 3 4 5

Step 2: Reflect on current assessment data and explain the data trends which emerged.

Data Trends	Person/s Involved Date Completed
Reflect on assessment data outlined in Stage 1; Step 2: Review of Available Department Data across all disaggregate subgroups to monitor the effectiveness of curriculum implementation.	

Explain what data trends were evident to support the Likert rating.	
---------------------------------------------------------------------	--

Step 3: Review the proposed instructional methods and ensure that they are aligned to the District's vision for equity and student-centered learning.

Instructional Implementation Criteria	Likert Scale
Review instructional methods and strategies to ensure they are universally designed (e.x., to determine accessibility and engagement) with a lens of equitable access.	1 2 3 4 5
Evidence of student's voice and involvement in the curriculum monitoring/reflection process.	1 2 3 4 5
Other:	1 2 3 4 5

What data, processes or steps were taken to monitor the effectiveness of the recently implemented curriculum? (Data sets in Stage 1, instructional walkthroughs, action research projects, etc.) Provide achievement data evidence/artifacts showcasing themes of effectiveness utilizing resources available to the department (<i>i.e., Link-It, Standards, etc.</i>)	Person/s Involved Date

What adjustments are needed to ensure that the implemented	Person/s Responsible
------------------------------------------------------------	----------------------

curriculum is meeting the needs of students?	for Adjustment (Target Date)

Step 5: Conduct a PLC:

Optional - If eligible for differentiated supervision, you may use a guide that has already been created to assist you in documenting your goal for the year. You may complete the Differentiated Supervision Model [Curriculum Leadership Template](#)

Step 6: Goal Setting


GOAL	Person/s Involved Date Completed
Now that you have completed the steps within this stage, develop goal(s) to inform instructional practices for the coming school year.	

Pennsbury School District
Stage 5: Assessment and Evaluation Template

Essential Question:

How do we process the collection, analysis, and evaluation of information from multiple and diverse sources in order to develop a deeper understanding of student learning within a course, series of courses, or program?

Step 1: Review available assessment data as well as indicators of student success in the course.

Collect/Analyze common student assessment data	Data Collection
<ul style="list-style-type: none"> ● Examine student performance and achievement data and make recommendations for any needed modifications (i.e: Keystone/PSSA, AP Scores, District/Common Assessments, Course/Grade Level Grades, etc.) ● Study grading and grade reporting practices; examine trends ● Surveys: Perception data from staff, students, parents regarding strengths, weaknesses, and needs ● Preferences for textbooks and other materials ● Topics or objectives that do not seem to be working effectively. 	<div style="border: 1px solid gray; padding: 5px; background-color: #f0f0f0;">  Course Evaluation N... </div>
Examine various indicators of student growth to determine patterns of intended and unintended outcomes; examine subgroup trends	Data Collection
<ul style="list-style-type: none"> ● Study the curriculum renewal process to assess its efficacy (Steps 1-4) ● Identify and review concerns regarding needed changes related to <ul style="list-style-type: none"> ○ Curriculum ○ Instructional Strategies ○ Instructional Materials ○ Assessments ○ Course Offerings ● What are the criteria for success? ● When determining the criteria for success, make sure to consider any baseline data that has been collected. ● How will the results of the program assessment process be reported? What action will be taken as a result of the findings? ● Compile data that represents overall student performance that is linked to daily instruction. ● Teachers share samples of assessments, performance tasks, student work, lessons and instructional practices related to the curricula 	
Continued professional development to support effective and lasting	Data Collection

implementation	
<ul style="list-style-type: none"> ● What evidence (direct, indirect, and supportive) should be collected to determine whether students can successfully demonstrate each outcome? <ul style="list-style-type: none"> ○ Ongoing grade-level and course criterion-referenced exam data ○ Teacher-developed assessments ○ Performance assessments ○ Student portfolios ○ Course enrollments (particularly by level in middle and high schools) ○ SAT and AP results. ● How will the evidence be collected? ● Who will be responsible for collecting the evidence? ● When will the evidence be collected? ● How will the evidence of student learning be analyzed? 	Evaluation Checklist

Step 2: Necessary adjustments

What adjustments are needed to ensure that the implemented curriculum is meeting the needs of students?	Person/s Responsible for Adjustment (Target Date)

Step 3: Goal Setting

GOAL	Person/s Involved Date Completed
<p>Now that you have completed the steps within this stage, develop goal(s) to inform instructional practices for the coming school year.</p>	

Complete and submit the [Curriculum Evaluation Step 5 Summary Report](#) by (insert date)

APPENDICES
CURRICULUM REVIEW TEMPLATES/DOCUMENTS

Appendix A

PSD Course Overview - Elementary

Curricular Information

Content Area	
Course Grade Level	
Unit Title	
Length of Course	

Description

Enduring Understandings

Curricular Materials

Appendix B

PSD Course Overview - Secondary

Course Information

Course Name	
Course Grade Level	
Credits and/or Length of Course	
Prerequisites, if applicable	

Description

Enduring Understandings

Curricular Materials

Appendix C

UbD Unit Design Template

Course Name:	
Grade Level:	
Unit Name:	

[CLICK HERE](#) for a detailed explanation about how to complete this form.

<h3 style="text-align: center;">Stage 1 - Desired Results</h3> <p style="text-align: center;"> CLICK HERE for a quick tutorial video about Stage 1. CLICK HERE for a short description of Transfer Goals if you need more support. </p>		
	<u>Transfer</u>	
ESTABLISHED GOALS: <ul style="list-style-type: none"> Essential Standards 	Students will be able to independently use their learning to... <ul style="list-style-type: none"> 	
	Meaning How will the transfer goal address Social-Emotional Learning , Future Ready Skills , and/or Culturally Responsive Teaching Scorecard ?	
	UNDERSTANDING(S): <i>Students will understand that...</i>	ESSENTIAL QUESTION(S): <ul style="list-style-type: none">
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> 	<i>Students will be skilled at...</i> <ul style="list-style-type: none">

Stage 2 - Evidence

[CLICK HERE](#) for a quick tutorial video about Stage 2.
[CLICK HERE](#) for an assessment framework if you need more support.
Have you considered the [UDL Guidelines](#) for Action and Expression of learning?

Evaluative Criteria	Assessment Criteria
•	PERFORMANCE TASK(S): (Essential content for all students) <ul style="list-style-type: none">•
•	OTHER EVIDENCE: <ul style="list-style-type: none">•

Stage 3: Learning Plan

[CLICK HERE](#) for a quick tutorial video about Stage 3.
Have you considered the [UDL Guidelines](#) and [CRT Ready for Rigor Framework](#)?

Summary of Key Learning Events and Instruction

“How will the instruction be [universally designed](#) to meet the needs of our diverse learners?”

“How will, when appropriate, technology be used to help facilitate these tasks?”

“How will various cultures, perspectives, and life experiences be reflected in the learning tasks?”

“How will the learning experiences be relevant to real-world applications and society?”

Stage 4: Resources

Consider the [Culturally Responsive Teaching Scorecard](#) Teacher Materials section.

List of Unit Resources:

Appendix D

Universal Design for Learning

The Building MTSS Teams should consist of ongoing systematic efforts to accommodate any student's learning needs within the general education classroom. Instructional support must be viewed as a viable intervention strategy; one that is expected to occur for any student encountering difficulties in learning. The foundation of Pennsbury's CBPG is based on Universal Design for Learning, or UDL.

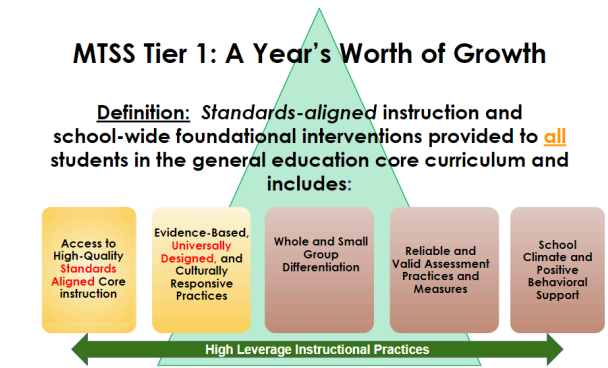
What is Universal Design for Learning and how can it facilitate student success?

Universal Design for Learning (UDL) is a research-based, concrete educational framework that helps guide the design of learning environments in order to make them accessible and effective for all. Through UDL, educators provide multiple means of representation (the "what" of learning), action/expression (the "how" of learning), and engagement (the "why" of learning). UDL can be applied to any discipline or domain and ensures that all learners have access to and the ability to participate in meaningful, challenging learning opportunities. The [National Center on Universal Design for Learning](#) describes the three UDL frames as follows:

Multiple Means of Representation: Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning occurs when multiple representations are used because they allow students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

Multiple Means of Action/Expression: Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant motor impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.

Multiple Means of Engagement: Effect represents a crucial element of learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. There are a variety of sources that can influence individual variation in effect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors. Some learners are highly engaged by spontaneity and novelty, while others are disengaged, even frightened, by those aspects, preferring a strict routine. Some learners might like to work alone, while others prefer to work with their peers. In reality, there is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.



Pennsbury School District Lesson Plan

Teacher Name		Date	
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[Pennsbury School District High Leverage Instructional Practices](#)

[Lesson Plan with Guided Questions](#)

Know and Value Every Learner	
Relationships Matter	
Plan for Variability (Differentiation & Personalization)	
Develop Learner Agency and Autonomy	

Design Intellectually Engaging Learning Experiences	
<p style="margin: 0;"><u>Learning Intentions</u></p> <p style="margin: 0;">Utilize information from UCCI Curriculum Guides to help build this section.</p>	
Essential Questions	
Enduring Understanding(s)	Students will understand that...
Acquisition	Students will know or be skilled at...
Prerequisites & Misconceptions	

Design Intellectually Engaging Learning Experiences

Anticipatory Set/ Warm-up	
Lesson Steps/Methods & Estimated Time Frame	
Develop Learner Agency and Autonomy	

Ensure High-Quality Feedback

Assessment Strategies	
Develop Learner Agency and Autonomy	

After the Lesson & Post Conference

Reflection on Planning and Lesson Delivery	
-----------------------------------------------	--

Appendix F

Elementary Consolidated Lesson Plan

Full Lesson Plan	Resources to Consider	Pennsbury's High Leverage Instructional Practices		
Know & Value Every Learner	Greetings, Shares & Activities - Copy & Paste MorningMeetingGreetingsActivities.pdf meeting-questions-printable_BTS2018.pdf	Date: _____	Morning Meeting	
		Greeting		
		Sharing		
		Group Activity		
		Morning Message		
Subject	Questions to Consider	RELA K-2 / 3-5	Math	Science/Social Studies
Design Intellectually Engaging Learning Experiences	How will students access and engage with the content delivered? How will you know students are intellectually engaged?			
Ensure High-Quality Feedback	How will students be able to demonstrate their learning? What formative assessment strategies will you use to gather relevant data to drive future instruction?			
Develop Learner Agency & Autonomy	How will students be able to personalize their own learning?			

Appendix G

Secondary & Special Area Consolidated Lesson Plan

Pennsbury's High Leverage Instructional Practices			Date	Topic
Know & Value Every Learner	Relationships Matter	How will you be intentional about building relationships?		
	Plan for Variability	What universal accommodations or choices are in place to benefit learners?		
	Develop Learner Agency & Autonomy	How will you develop learner agency to foster student-student relationships?		
Design Intellectually Engaging Learning Experiences	Learning Intention(s)	What do students need to know or do by the end of the lesson and why is this relevant?		
	Materials/ Resources	What tools, technology, and resources will be available to accommodate learner variability?		
	Warm-Up	How will you activate prior knowledge and recruit interest?		
	Lesson Steps	How will students access and engage with the content delivered?		
	Develop Learner Agency & Autonomy	How will students be able to personalize their own learning?		
Ensure High-Quality Feedback	Closure	How will students reflect on their learning and set goals for future learning?		
	Assessment	How will students be able to demonstrate their learning? What formative assessment strategies will you use to gather relevant data?		
	Develop Learner Agency & Autonomy	How will you develop student abilities to reflect on their learning and/or provide meaningful feedback to their peers?		

District Curriculum Best Practices Guide

Equity for every learner.

District Curriculum Best Practices Guide (CBPG) Overview

What is the CBPG?

The Pennsbury School District has developed a District Curriculum Best Practices Guide (CBPG). The intent of this plan is to provide a guide for school staff to ensure that all students in general education classes are provided with the tools and strategies to be successful. The CBPG is aimed at assisting teachers and specialists in providing differentiated learning experiences to ensure that students can improve learning through the use of various teaching modalities and high leverage practices. The CBPG guidance document outlines Pennsbury School District's High Leverage Instructional Practices for teaching and learning, and describes accommodations, instructional supports, and interventions that are provided for students who are experiencing difficulty mastering curriculum content.

What is the goal of the CBPG?

The goal of the CBPG is to **describe the instructional practices, strategies, and resources that classroom teachers and specialists are expected to use to address the diverse behavioral, social-emotional, and academic learning needs of all students.** We believe that a culture of caring is essential for learning and academic success starts with a foundation of positive relationships. Our goal is to create a learning environment where all students have access to instruction and assessment through the use of a variety of best practices, personalized support, and accommodations. Best practices and supports include, but are not limited to, establishing authentic adult-student relationships, development of social and emotional competencies and positive behaviors, use of the District outlined High Leverage Practices adjustments in curriculum, teaching strategies, teaching materials, and the use of various assessments where students have an opportunity to demonstrate learning. Since we will utilize available general education best practices, supports, and accommodations prior to submitting a Request for Assistance (RFA) for a child to the Building MTSS Advanced Tiers Team, educators should monitor the effectiveness of Tier-I classroom strategies over time.

For students with existing Section 504 plans or Individualized Education Programs (IEPs), Building MTSS Teams and student case managers should ensure that all accommodations a student receives specific to their disability, regardless if they are listed in the CBPG, should still be documented in the student's 504 plan or IEP regardless of whether or not they are listed in the CBPG and available to all students. Although CBPG accommodations are available to all students regardless of disability status, this ensures that students who have disabilities will continue to receive appropriate accommodations should the student move to another district or graduate. This ensures that the receiving school has the information necessary to develop an appropriate plan for that student.

Appendix I

Pennsbury School District High-Level Instructional Practices

[Pennsbury's High Leverage Instructional Practices](#) are aligned to Act 13 of 2020 and zero in on four key areas of practice to ensure our curriculum and instruction are student-centered, universally designed, culturally relevant, innovative, and equitable. The High Leverage Instructional Practices serve as a common language for all PSD teachers, staff, and administration about District values and beliefs. PDE's Framework for Educator Effectiveness- [Teacher](#) or [NTPE](#)

1. Know and Value Every Learner (1B & 2A)

Focus Questions:

- a. *Do the behaviors, materials, and learning tasks in the classroom value the dignity of all community members? Do they reflect bias or reinforce stereotypes?*
- b. *Is there evidence that the teacher is aware of students' individual needs and backgrounds (academic/behavioral/language accommodations or modifications, etc.) and has a plan to differentiate instruction to meet their needs?*
- c. **What's good for some is good for all!** *What universal choices or accommodations are in place to benefit all students? Is there a buffet of options to address learner variability?*

2. Develop Learner Agency/Autonomy (2B, 2C & 2E)

Focus Questions:

- a. *Do students have a choice about the materials they will use to learn the material or complete the assessment/s?*
- b. *How will activities be included to sustain student effort and promote self-regulation?*
- c. *Does the lesson design and learning tasks empower students to make authentic connections between content and their own interests and make choices that drive their learning experiences?*
- d. *Do students have a voice and play an active role in the academic and social learning environment?*

3. Design Intellectually Engaging Learning Experiences (1C, 1E, 2B, 3B & 3C)

Focus Questions:

- a. *The goal is the heart of the lesson. How do the goals of the lesson build on the learning that has already occurred, authentic application, or learning in other content areas? How will you help students make those connections?*
- b. *What **choices** will students have to learn the material under study?*
- c. *Do the lesson design and learning tasks empower students to make connections between content and their own interests and make choices that drive their learning experiences?*
- d. *Are content and skills presented in multiple ways with options, scaffolding, and differentiation available as needed?*
- e. *How will new content be delivered: cooperative learning, modeling, labs, class discussions, instructional technology, scaffolding, and differentiation will be utilized? How will you create groups?*
- f. *Listen to questions: What questions are being asked? Who is asking them (students or teacher)? Are they higher-order questions? Is there sufficient wait time for students to engage in a productive struggle*

4. Ensure High-Quality Feedback (1F, 3B & 3D)

Focus Questions:

- a. *How will check for student understanding and progress towards the instructional outcomes/learning intentions?*
- b. *What specific questions must be asked/answered to address the Big ideas of the lesson?*
- c. *How will feedback be provided to students during the lesson to move their learning forward?*
- d. *How do students interact with and demonstrate content and skill comprehension in multiple ways?.What choices will students have to reflect?*
- e. *What options for **self-differentiated learning** will be provided to students?*
- f. *How will this information/data be used to plan for subsequent instruction?*

Appendix J

Supports for All Learners

Student Supports

ACADEMIC/INSTRUCTIONAL SUPPORTS				
Assessment Supports <i>☆ = evidence-based practice for ELs/FELs</i>		Representation	Action & Expression	Engagement
1	Use data analysis to inform instruction and modify instruction based on student needs	X	X	
2	Allow extended time [☆]			X
3	Provide alternate forms of assessments (e.g., oral, project-based, demonstration, retellings, drawings) [☆]		X	
4	Provide varied assessments [☆]	X		
5	Teach test-taking strategies		X	
6	Use alternative setting for assessments			X
7	Provide timely and specific feedback about student performance	X		
8	Communicate frequently with parents			X
9	Clarify directions [☆]			X
10	Provide rubrics to clarify expectations		X	
11	Include a portfolio system for collecting student work samples and assessing progress over time [☆]		X	
12	Allow open-book tests [☆]	X	X	
Instructional Supports <i>☆ = evidence-based practice for ELs/FELs</i>		Representation	Action & Expression	Engagement
1	Identify essential questions students should be able to answer at the end of a lesson/unit of study			X
2	Provide varied assignments [☆]			
3	Build a context for learning			X
4	Preview new concepts [☆]			X
5	Clearly articulate learning goals for students			X
6	Identify key vocabulary and provide a word bank with vocabulary words and visuals when appropriate [☆]			X
7	Provide multimodal presentations [☆]	X		
8	Emphasize points within written text/material (e.g. use page numbers) [☆]	X		
9	Point to visuals while speaking, use hands to clearly indicate the image that corresponds to words [☆]			X
10	Scaffold complex concepts and provide leveled problems for multiple entry points [☆]			X
11	Vary grouping in the classroom for different purposes (homogeneous and heterogeneous) [☆]			X
12	Explicitly teach reading strategies	X		
13	Clearly model steps, procedures, and questions to ask when solving problems [☆]	X		

14	Provide models or examples of end products [☆]	X		
15	Frequently check for understanding [☆]			X
16	Clarify directions or questions [☆]			X
17	Use “think-alouds” and other metacognitive strategies [☆]	X		
18	Help students access subjects in varied ways [☆]		X	X
19	Provide access to technology/assistive technology	X		X
20	Provide access to leveled libraries and varied reading materials	X		
21	Provide books digitally/on CD [☆]	X		
22	Shorten reading assignments [☆]	X		X
23	Reduce text so print is not as dense on the page [☆]	X		X
24	Utilize team and co-teaching			X
25	Provide copy of class notes, handouts, summaries of content [☆]	X		
26	Provide enlarged copies if needed	X		
27	Provide manipulatives, concrete models, hands-on activities [☆]	X		
28	Provide learning aids (i.e. calculators, graphic organizers, etc.) [☆]	X		
29	Use sentence frames to support oral and written responses [☆]	X	X	X
30	Assign a peer tutor (for multilingual learners, same language or English-speaking) [☆]		X	X
31	Allow use of a bilingual dictionary for multilingual learners [☆]	X	X	X
Instructional Supports (cont’d.) <i>☆ = evidence-based practice for ELs/FELs</i>		Representation	Action & Expression	Engagement
32	Adapt homework and assignments to reflect language proficiency (multilingual learners) [☆]		X	X
33	Provide study guides [☆]		X	
34	Provide visual and transition cues	X		
35	Provide wait time [☆]		X	
36	Use small groups for instruction			X
37	Provide a variety of ways to respond: orally, visually, physically, etc. [☆]	X		
38	Pre-teach concepts and vocabulary [☆]	X		
39	Provide student conferencing time			X
40	Frequently communicate with families [☆]		X	X
41	Offer Parent/Teacher conferences [☆]			X
42	Offer before/after school academic support		X	X
43	Utilize teacher/district website and Bright Arrow to communicate expectations with families [☆]	X		
Organizational Supports <i>☆ = evidence-based practice for ELs/FELs</i>		Representation	Action & Expression	Engagement
1	Establish clear routines			X
2	Use time management tools (i.e. daily planner, assignment sheet, calendar, timers, agendas, etc.)		X	
3	Provide a variety of templates/graphic organizers [☆]		X	
4	Ensure written assignments have enough workspace	X		
5	Post homework assignments consistently			X
6	Share apps that help students/families stay organized		X	
7	Explicitly teach organizational and study skill strategies		X	

BEHAVIORAL SUPPORTS				
	Social/Emotional Supports ☆ = evidence-based practice for ELs/FELs	Representation	Action & Expression	Engagement
1	Utilize School-Wide Positive Behavior and Supports (PBIS) strategies			X
2	Implement a Behavior Intervention Plan			X
3	Cue student for change of behavior			X
4	Develop strategies for behavior modification, e.g., charts, contracts, checklists, behavior plans, etc.			X
5	Establish clear routines/expectations			X
6	Use transition cues prior to any changes			X
7	Use diverse classroom management strategies			X
8	Provide breaks as needed			X
9	Offer lunch groups			X
10	Utilize school counselor/psychologist			X
	Health/Medical Supports (for temporary health or medical issues- 504 not necessary)	Representation	Action & Expression	Engagement
1	Provide access to nurse's office and bathroom			X
2	Allow student to leave class 2-3 minutes early			X
3	Provide supportive seating	X		
4	Provide access to content materials (books, electronic version of books, etc.) from home			X
5	Allow snacks			X
6	Provide a scribe when needed	X		
	Physical/Structural Supports	Representation	Action & Expression	Engagement
1	Allow alternate workspace, such as study carrel or dividers			X
2	Allow for movement and sensory break [☆]			X
3	Experiment with use of space			X
4	Limit distractions (auditory and visual) [☆]			X
5	Offer flexible seating choices/arrangement			X
6	Provide strategic seating			X
7	Use visual, auditory and transitional supports [☆]	X		
8	Use transition cues for space changes			X
9	Set clearly defined standards for behavior [☆]			X
10	Establish clear routines: behavioral, social, emotional			X
11	Allow alternative setting for testing		X	
12	Use data analysis to monitor positive behavior changes		X	
13	Communicate frequently with parents [☆]			X

Appendix K

Staff Supports

<i>Human Resources Supports for Staff</i>
Curriculum Coordinators
Staff Developer
Instructional Technology Coaches
Demonstration Teachers
Department Chairs/ Grade Level Leaders
English Language Educators
Reading & Mathematics Specialists
Special Educators
MTSS Team Members / SWPBIS Teams
Board Certified Behavior Analyst (BCBA)
Related services specialists (i.e. counselor, SLP, school psychologist, nurse, school leaders, etc.)
Building Equity Liaisons
Paraprofessionals
<i>Other Resource Supports for Staff</i>
PSD Curriculum Best Practices Guide
PSD High Leverage Instructional Practices
New Teacher Induction Program
Schoolwide professional learning/curriculum meetings
District-wide professional learning
District Professional Learning Resource Page
Faculty meetings
Curriculum maps
Grade-level or department team meetings
Common planning time
Professional Learning Communities (PLC)
Differentiated Supervision Model templates/options