West Shore
SCHOOL DISTRICT
INSPIRE · ENGAGE · EMPOWER

WEST SHORE SCHOOL DISTRICT · **EXCELLENCE**

DESIGN

A

EARCH
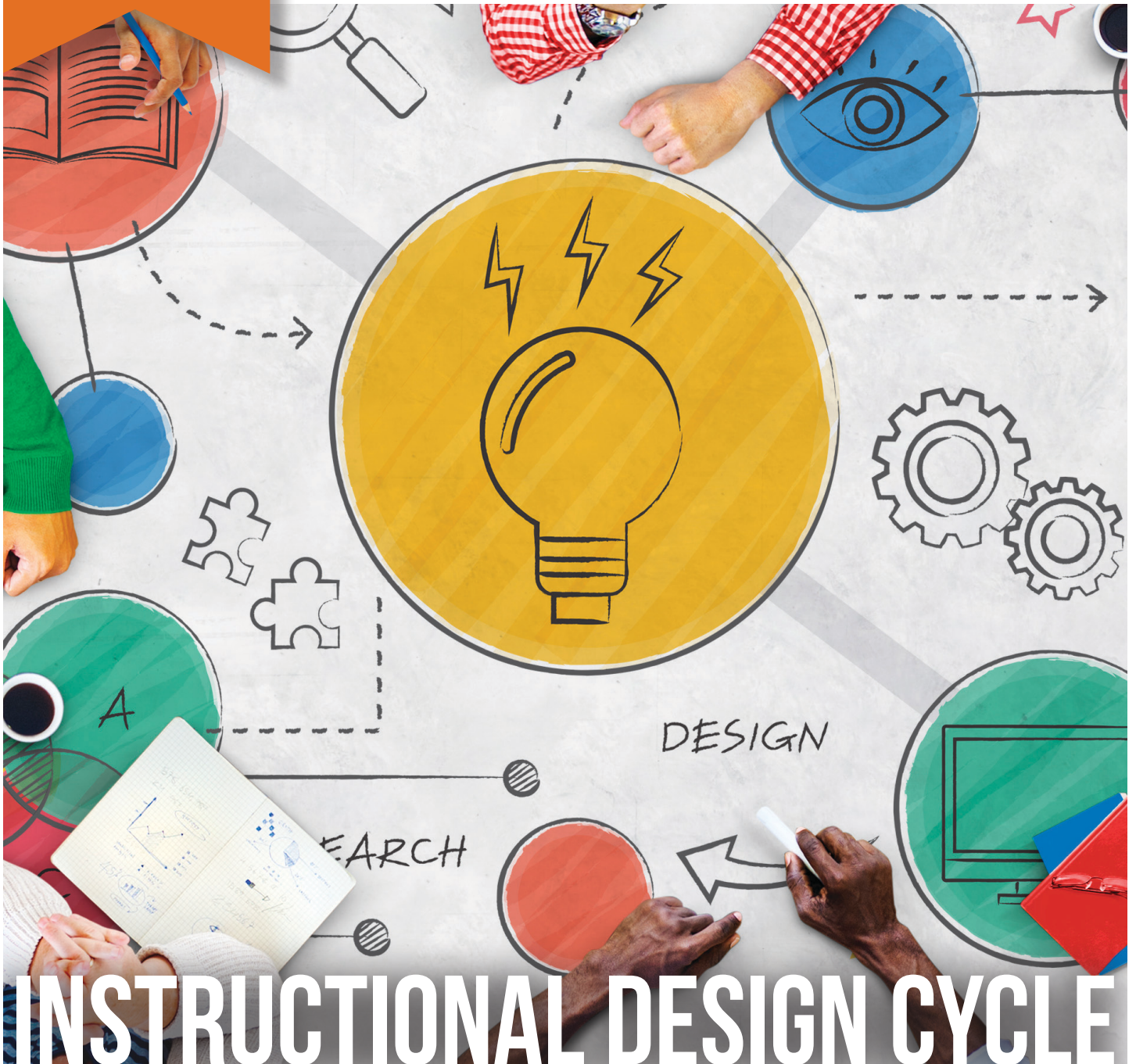
INSTRUCTIONAL DESIGN CYCLE

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INTRODUCTION

Board Policy (105) states that the West Shore School District shall have a written curriculum that is evaluated, revised, and implemented on a continuing basis within a well-defined action plan. The basic responsibility for instructional policy shall rest with the Assistant Superintendent for Curriculum. Input will be gathered which requires the cooperation of directors, department heads, principals, and the teaching staff. A Planned Course Guide will be prepared for each course (Policy 106) that conforms to the guidelines required by the Pennsylvania Department of Education and is in accordance with the Pennsylvania Academic Standards and PA Core Standards. These primary documents serve to direct and assist the professional staff toward the attainment of goals sought by that course of study. All such Planned Course Documents must be approved by the Board of Education (Policy 107) and the Pennsylvania Department of Education.

Textbooks and resources purchased to assist the professional staff in meeting the goals and objectives of the Planned Course Guide must be approved by the Board of Education (Policy 108) and meet standards of approval set forth by District procedures. Annual adoptions occur as subject areas rewrite curriculum and recommend texts and revisions to move the curriculum forward. A six-year curriculum cycle assists in this task.

The Professional Staff Development Committee, comprised of the individuals listed below, has reviewed this program, originally developed by the Act 178 Committee.

Act 48 Committee/Curriculum Council
Membership on the Act 48 Committee consisted of teachers, educational specialists, and administrators. This committee reformulated the District's Professional Development Plan through a series of meetings where the agendas included:

- Review of PDE Revision requirements.
- Review of the Summer Academy Feedback.
- Review and revision of the Professional Education Plan based upon interest survey results, District goals, and planned curricular initiatives.
- Distribution of the 2023 Staff Development booklets.

The Committee continues to meet periodically to assess staff development initiatives and set direction for subsequent professional development activities.

FUNCTION OF THE MAJOR COMMITTEES
WITHIN THE INSTRUCTIONAL DESIGN CYCLE

Act 48 Committee/Curriculum Council

The Act 48 Committee's responsibility is to create a professional development plan that will meet the 180 hours of staff development required of all certificated school employees. The plan incorporates a yearly needs assessment, an action plan, and a means of evaluation. Typically, the focus of summer academies lies with the areas involved in their research year or curriculum rewrite/textbook adoption or implementation. The committee meets minimally twice a school year.

District Curriculum Council

District Curriculum Council meets four or five times a year to serve as a forum for discussion of areas pertinent to the West Shore School District's curriculum. Members of the council include interested teacher representatives from each building. The purpose of the District Curriculum Council is threefold: 1) to provide teachers an opportunity to share updates, 2) to engage in dialogue across the grade levels to ensure seamless integration of curriculum, and 3) to provide input, direction, and recommendations related to curriculum policies, formats, mapping, design cycle, and alignment to state standards.

Mini-Curriculum Committees

The Mini-Curriculum Committee is the major agent in the development of a particular subject area's written curriculum. It collects data, disseminates information, determines planned course guideline assignments, reviews textbooks suggested for adoption, discusses areas needed for staff development, and other curriculum areas of concern. Its decision-making activity is to develop consensus among the subject area teachers. It is the link between the staff, the Directors of Elementary and Secondary Education, and the Assistant Superintendent. All input, to be directed to the Directors and the Assistant Superintendent for Curriculum, should be generated through the Mini-Curriculum Committee format.

INSTRUCTIONAL DESIGN CYCLE

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Math K-12	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend
ELA K-8	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect and Revise
ELA 9-12	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend
Science K-12	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect and Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise
Social Studies K-12	Reflect & Revise	Review, Revise & Recommend	Implement, Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise
World Language	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise
ELD	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise
Health/PE K-12	Reflect and Revise	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise
Business/Computer K-12	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend
Library K-12	Reflect and Revise	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise
Career Education	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise
Art/Music/Tech Ed	Reflect & Revise	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise

6/12/23 JW

TEXTBOOK & RESOURCE REVIEW AND ADOPTION
(September - June)
Year 1

Chair Responsibilities:

❑ Meet with mini-curriculum team to discuss resource needs. Design an evaluation rubric.

❑ Contact textbook and resource representatives to set a date for presentation and review of textbooks and materials. **Include Tech. in these meetings.**

❑ Assemble team for presentations. Let Mr. Gay know the date. Secure substitutes and room(s) for the presentation.

❑ After presentation, determine resources. Secure a price quote from the vendor.

❑ Submit a typed and fully completed Textbook and Resource Adoption form.

❑ Once quote is final, prepare Board document. A sample Board document can be found in the Curriculum - Shared Drive - Textbook/Resource Adoption folder. Ensure materials are available for the Board presentation. Be present at the Board meeting to answer any questions.

❑ Set-up a May training date with vendor.

❑ Continue to re-write/revise current curriculum in accordance with PA Academic Standards and PA Core Standards using the district curriculum format.

CURRICULUM/TEXTBOOK & RESOURCE IMPLEMENTATION YEAR
(September - June)
Year 2

Chair Responsibilities:

❑   Ensure receipt of curriculum and resources to staff.

❑   Provide arena for dialogue as new curriculum unfolds.

❑   Provide in-service to teachers with regard to actual implementation.

❑   Prepare data sheet for all administrators to highlight curriculum changes.

❑   Continue to re-write/revise current curriculum in accordance with PA Academic & Core Standards.

CURRICULUM RESEARCH/REVIEW/REVISION/RECOMMEND
(September – June)
Years 3-6

Chair Responsibilities:

❑ Gather research on standards, programs, etc.

❑ Attend workshops and seminars which relate to research and area of rewrite.

❑ Review existing curriculum and its relevance to current research, as well as through Diversity, Equity and Inclusion lens.

❑ Continue to re-write/revise current curriculum in accordance with PA Academic Standards and PA Core Standards using the district curriculum format.

❑ Meet with Director of Elementary and/or Secondary Education and the Assistant Superintendent to set timeline/define goals.

❑ **Notify Director of Secondary Education of any proposed 'new' courses no later than October 1**. A draft curriculum, Proposal for Change in Secondary Curriculum form, and the proposed textbook (actual copy) with completion of the Textbook Adoption form is required at this time.

❑ Submit revised curriculum to Assistant Superintendent.

❑ Provide in-service for administrators regarding curriculum implementation.

❑ Plan for and oversee staff development to address curriculum innovations/changes.

❑ Consider pilot projects for subsequent year implementation with follow-up monitoring.

❑ Review Pennsylvania Academic Standards and PA Core Standards.

❑ Gather written evaluative data of curricular strengths/needs.

CURRICULUM RESEARCH/REVIEW/REVISION

RESEARCH

While conducting research, the Mini-Curriculum Committee will obtain information about the latest trends in the subject area under review. Grade level meetings and department/staff meetings will discuss and review new information. These meetings will take place during the Act 80 days, regularly scheduled in-service days, and other scheduled departmental or grade level meetings. The purpose is to channel all information presented in the grade level and department/staff meetings, etc., to the Mini-Curriculum Committee whose function is to coordinate and organize the data.

REVIEW/REVISION

During staff development days in the fall, elementary members of the committee, and all middle and high school teachers who teach the subject, will meet to begin the process of back mapping. Input to all these members may come from many areas such as grade level meetings, journals, faculty or departmental meetings, etc. The members of the Mini-Curriculum Committee will seek to enhance continuity across and between grade levels, and among the department's planned courses. In addition, the members of the Mini-Curriculum Committee will work to ensure curriculum alignment is in accordance with Pennsylvania Academic Standards and PA Core Standards.

After back mapping the curriculum, the Mini-Curriculum Committee will determine whether Pennsylvania Academic Standards and PA Core Standards are in place according to the benchmark requirements for proficiency. The mini-curriculum chair shall meet with the members on staff development days, and during committee meetings to identify areas of the curriculum warranting refinement and rewriting. Additionally, departments can choose a summer exchange day(s) to continue the rewrite process.

Documentation of back mapped curriculum will be forwarded to the Assistant Superintendent for review. At the appropriate time, the Assistant Superintendent will provide direction to the mini-curriculum chair for additional information and/or give approval to begin the actual rewrite process.

Prior to submission, copies of the approved standards-based curriculum will be distributed to all appropriate teachers for review/update via SharedDrive. After review, a recommendation for curriculum approval will be submitted to the Board of School Directors.

Common Assessments will be coordinated through the mini-curricular committees. Assessments will be based on State Standards, benchmarks, and anchors. Webb's Depth of Knowledge will be used to ensure varying levels of difficulty within the questions.

NEW COURSE PROPOSAL

After receiving feedback, proposed high school courses will be incorporated into the *Course Selection Booklet* and submitted for approval by the Board of School Directors. The committee chair should plan to host a one or two-day summer academy as rewrite comes to an end to ensure proposals for course deletions, new courses, name changes to courses, and course descriptors can be adequately reviewed by the appropriate director. Such proposals must be submitted no later than **October 1**. Submission of proposed courses will require a draft document of the course curriculum, Proposal for Change in Secondary Curriculum form, a copy of the proposed textbook, a fully completed and typed Textbook Adoption form, and an outline of any anticipated costs beyond textbooks. The rewrite process continues culminating in recommended standards-based curriculum and completion of the Proposal for Change in Secondary Curriculum form.

Send recommended curriculum and resources to Mr. Gay by May 3rd in order to allow for a month of Board and Public Review.

The Mini-Curriculum Committee members will make the appropriate changes in the approved standards-based curriculum and seek additional teacher input where necessary.

Once completed, the Director of Elementary and/or Secondary Education and Assistant Superintendent will receive the proposed changes, obtain necessary Board approval, and post the curriculum for staff access.

TEXTBOOK & RESOURCE REVIEW AND ADOPTION

During the textbook & resource review and adoption phase, textbook and resource representatives will be contacted by the mini-curriculum chair. Teachers should not make such contacts.

After thorough review of the textbooks & resources, the committee is responsible for planning a staff activity to address options. Be sure to include Tech.

Upon reaching an agreed upon recommendation for textbook & resource adoption, the adoption form will be thoroughly completed and forwarded to the Assistant Superintendent with the proposed textbook by May 3rd.

The Director of Elementary and/or Secondary Education, along with the Assistant Superintendent, will review the recommended textbooks & resources with the mini-curriculum chair. At the appropriate time, the proposed textbooks & resources will be presented to the Board of School Directors for approval.

CURRICULUM AND RESOURCE IMPLEMENTATION

The building principal assumes the major responsibility for ensuring that the newly written Planned Course Outlines are implemented as written. Others such as department heads, supervisors, Director of Elementary and/or Secondary Education, etc., will assist the principal in determining implementation compliance. This review will take place via individual observations and at meetings such as grade level, department, and other scheduled meetings.

The Mini-Curriculum Committee will convene in the fall to evaluate the feedback received from grade level meetings and department/staff meetings regarding the implementation progress and assessment (Implementation Year Assessment). This may lead to possible revisions in the curriculum. Decisions will be made at these meetings about the changes to be made in the curriculum.

The Mini-Curriculum Committee members will make the appropriate changes in the approved standards-based curriculum and seek additional teacher input where necessary.

Once completed, the Assistant Superintendent will receive the proposed changes, obtain necessary Board approval, and get the documents printed and distributed for implementation.

STANDARDS ALIGNED SYSTEM (SAS)

The Pennsylvania Standards Aligned System (SAS) is a collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement.

Much research has been conducted as to what makes a great school. There are many intangible components; however, research supports the notion that great schools and school systems tend to have six common elements that ensure student achievement: Standards, Assessments, Curriculum Framework, Instruction, Materials & Resources, and Safe and Supportive Schools.

Standards

Pennsylvania's Academic Standards define what students should know and be able to do as a result of instruction.

Assessment

Assessment offers tools and resources to support the process of assessing, evaluating and documenting student learning in order to improve professional practice and increase student achievement. Four types of assessments are defined in PA:

- **Summative Assessment:** Seeks to make an overall judgment of progress made at the end of a defined period of instruction.

- **Formative Assessment:** Defined as classroom-based assessments that allow teachers to monitor and adjust their instructional practices in order to meet the individual needs of their students.

- **Diagnostic Assessment:** Ascertains, prior to instruction, each student's strengths, weaknesses, knowledge, and skills.

- **Benchmark Assessment:** Measures achievement of important grade level content periodically during the year in order to provide feedback about how students.

Curriculum Framework

The Curriculum Framework identifies the Big Ideas, Concepts, Competencies, Essential Questions, Key Vocabulary and Exemplars in each subject area

- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.

- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

- **Competencies:** Describe what students should be able to do, key skills, as a result of this instruction, specific to grade level.

- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

- **Vocabulary:** Key terminology linked to the Standards, Big Ideas, Concepts and Competencies in a specific content area and grade level.

- **Exemplars:** Performance tasks that can be used for assessment and instruction as well as professional development. An Exemplar is an example of student work that meets the identified criteria for the task. Exemplars provide educators with a concrete example of assessing students' understanding of the Big Ideas, Concepts and Competencies.

Instruction

Instruction provides resources and interventions to facilitate achievement of the standards for all students.

Materials and Resources

Materials and Resources support standards aligned instruction and include Voluntary Model Curriculum, learning progressions, units, lesson plans and multi-media content examples for use in planning and delivering instruction.

- Materials and Resources includes the Voluntary Model Curriculum (VMC) incorporating learning progressions, units, lesson plans, and content resources aligned to the Pennsylvania Standards in curriculum frameworks for the four major content areas (mathematics, science, social studies, reading-writing-speaking-listening).

- Learning progressions span grades K-12 and include what all students should know and be able to do as a result of successfully moving through grades K-8 and by taking specific courses in grades 9-12.

Safe and Supportive Schools

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. Areas within the element include the following:

- **Engagement:** Interpersonal relationships, respect for diversity and participation in school.

- **Safety:** Emotional safety, physical safety, and substance use.

- **Environment:** Physical environment, academic environment, wellness, and disciplinary environment.

Book
WSSD Policy Manual
Section
100 Programs
Title
Curriculum
Number
105
Status
Active
Legal
2. 22 PA Code 4.3
3. 22 PA Code 4.12
4. Pol. 102
5. 22 PA Code 4.4
6. Pol. 106
7. Pol. 107
8. Pol. 127
9. Pol. 109
10. Pol. 113
11. 22 PA Code 4.26
12. Pol. 138
13. Pol. 103
14. Pol. 103.1
15. Pol. 115
16. Pol. 114
17. Pol. 805
18. Pol. 105.1
19. 22 PA Code 4.82
20. Pol. 112
24 P.S. 1511
24 P.S. 1512
22 PA Code 4.21
22 PA Code 4.22
22 PA Code 4.23
22 PA Code 4.25
22 PA Code 4.27
22 PA Code 4.29
Pol. 100
Pol. 116
Pol. 123
Adopted
September 17, 1987
Last Revised
July 19, 2018

Purpose

The Board recognizes its responsibility for the development, assessment, and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted, and developed on a continuing basis and in accordance with a plan for curriculum improvement.[5]

Definition

For purposes of this policy, **curriculum** shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated, and implemented in a manner designed to minimally result in the achievement of academic standards at the proficient level by all students.[2][3][4]

Authority

The Board is responsible for the curriculum of the District's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board.[5][3][4]

In order to provide a quality educational program for District students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development, and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[5][3][6][7][8]

Guidelines

The District's curriculum shall provide the following:

- Continuous learning through effective collaboration among the schools of this District.

- Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.[9]

- School counseling services for all students to assist in career and academic planning.[20]

- A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.[10]

- Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy. [11][12]

- Compensatory education programs for students, pursuant to law and regulation.

- Equal educational opportunity for all students, pursuant to law and regulation.[13][14]

- Career awareness and vocational education, pursuant to law and regulation.[15]

- Educational opportunities for exceptionally gifted students pursuant to law and regulation.[16]

- Regular and continuous instruction in required safety procedures.[17]

Delegation of Responsibility

As the educational leader of the District, the Superintendent, or designee, shall be responsible to the Board for the development of the District's curriculum. He or she shall establish procedures for curriculum development, evaluation, and modification, which ensure utilization of available resources and effective participation of administrators, teaching staff members, students, community members, and Board members.[5]

Information about curriculum materials shall be made available for the information of parents, students, staff, and Board members.[5][18]

With prior approval, the Superintendent, or designee, may conduct pilot programs deemed necessary to the continuing improvement of the instructional program. The Superintendent shall report to the Board each pilot program periodically, along with its objectives, evaluative criteria, and costs. The Board encourages, where it is feasible and in the best interest of District students, participation in state-initiated pilot programs of educational research.[5][19]

The Board directs the Superintendent to pursue actively state and federal aid in support of research activities.

Book	WSSD Policy Manual
Section	100 Programs
Title	Course Guides
Number	106
Status	Active
Legal	1. 22 PA Code 4.4
	2. Pol. 107
	24 P.S. 1511
	24 P.S. 1512
	22 PA Code 4.11
	Pol. 000
Adopted	September 17, 1987
Last Revised	November 13, 2014

Authority

A guide shall be prepared for each course of study adopted by the Board in order to direct and assist the professional staff toward the attainment of academic standards established for that course of study.[1][2]

Guidelines

Curriculum guides (Instructional Design) are developed through the office of the Assistant Superintendent may contain, as appropriate to that planned instruction:

- Objectives of the instruction.

- Concepts and skills to be taught.

- Suggested activities designed to achieve the objectives.

- Suggested methods of instruction.

- Assessment criteria and methods intended to evaluate the extent to which learning objectives have been achieved.

- Reading list of supplemental titles for the guidance of teachers.

Curriculum guides are necessary to keep the school system informed as to what should be taught in a given area. Teachers look to them for information about what is expected to be taught in the grade or subject area in which they serve. Teachers in other departments and grades can refer to the curriculum guides to see what experiences their pupils may have had.

In the process of following the curriculum guide the teacher interprets how the material is to be taught.

Content

Instructional Design is an instructional guide. No teacher is expected to teach everything that is included in the guide; nor is s/he expected to use all of the suggested methods and materials. A good guide suggests more than can be used.

The teacher is expected to follow approximately the content, making changes as may be needed. Such changes will be included in the curriculum guides as addenda after approval by the Assistant Superintendent.

The elementary level curriculum materials are usually prepared by special committees appointed for that task. Each committee is headed by a chairperson. The chairperson is a full-time elementary principal who has an interest in the particular subject area concerned. The Assistant Superintendent for Curriculum and Instruction acts as a guide and resource person for these committees. S/He advises these committees so that the proper scope and sequence of subject areas may be maintained for K through 12, not only within the subject area, but in relation to other subject areas dealing with the same content.

At the secondary level, middle school and high school courses of study require regular revision both to provide teachers with up-to-date tools and to provide evaluation agencies with an accurate outline of the program of studies. This requires a considerable amount of work on the part of the staffs of the secondary schools. Therefore, the Assistant Superintendent will plan with the building principals to carry on the work in the manner most effective to accomplish the task.

Book	WSSD Policy Manual
Section	100 Programs
Title	Adoption of Courses of Study
Number	107
Status	Active
Legal	1. 22 PA Code 4.11
	2. 22 PA Code 4.12
	3. Pol. 102
	4. Pol. 105
	5. Pol. 106
	7. 24 P.S. 508
	8. 24 P.S. 1511
	9. 24 P.S. 1512
	10. Pol. 006
	24 P.S. 1512.1
	Pol. 100
Adopted	September 17, 1987
Last Revised	November 13, 2014

Purpose

The Board shall provide a comprehensive program of planned instruction to enable District students to achieve educational goals and attain academic standards for student achievement.[1][2][3][4][5]

Definition

Planned instruction shall consist of at least the following:[1]

1. Objectives to be achieved by all students.

2. Content, including materials, activities, and instructional time.

3. Relationship between objectives of a planned course and the established academic standards.

4. Procedure for measurement of attainment of objectives and academic standards.

Authority

No planned instruction shall be taught in District schools unless it has been adopted by a majority vote of the full Board. The Board reserves the right to determine which units of the instructional program constitute such planned instruction.[7][8][9][10]

Delegation of Responsibility

The Superintendent, or designee, is responsible for the continuous evaluation of the effectiveness of the planned instruction and shall recommend to the Board new courses of study he or she deems to be in the best interests of District students.

The Superintendent, or designee, shall invite the participation of District administrative and professional staff members at appropriate levels in the formulation of his or her recommendation.

1. Proposals for inclusion of courses in the curriculum not offered heretofore in the schools of the West Shore School District may be submitted by teachers and administrators.

2. The proposals shall be submitted on the official form for such purposes to the Assistant Superintendent on a timely basis for action by the Board of Directors not later than the regular Board meeting in December.

3. The Board of School Directors reserves the right to initiate a course without the intermediate steps described herein.

4. In addition to the routine information required (title, credit, length, number of periods per week, student prerequisites), the proposal shall include the following major items of information:

   a. A description of the course. If the course is a senior high school course, the description shall appear essentially as it would in the course selection guide.

   b. A listing of at least five (5) major outcomes for the course. Where appropriate, these outcomes shall be written in performance terms.

   c. A brief evaluation component specific to the proposed course.

   d. The projected start-up costs for the course based on one classroom of at least fifteen (15) interested students including staff, textbooks, other instructional material, and any special equipment.

   e. The projected annual costs of the course after startup.

   f. The relationship of the proposed course to other courses in the curriculum.

5. The information on new courses (4.a. through 4.f.) shall be in a Board agenda packet prior to the meeting at which Board action is taken.

6. Following Board approval, it shall be the task of the individual/group recommending the course and the department head to develop a planned course of study using the format acceptable at that level. This course of study shall include course outcomes, brief outline, special learning activities, and an assessment component.

7. The course of study must be completed for approval by the principal and Assistant Superintendent before students can be assigned to the course.

The Superintendent, or designee, shall maintain a current list of all planned instruction offered by this District and shall furnish each member of the Board with a copy as requested. Additionally, the Superintendent, or designee shall annually provide each member of the Board with a current list of all planned instruction as requested.

Guidelines

The Superintendent's recommendation may include the following information about the proposed plan of instruction:

- Applicability to students and an enumeration of those groups of students to be affected by it.

- Description and content, including the instructional method where such method departs significantly from the traditional and is an integral part of the course.

- Rationale in terms of District goals and academic standards and justification when it is proposed to take the place of an existing course.

- Resources that its implementation will require such as textbooks, materials, equipment, personnel.

- Assessment methods and criteria by which its effectiveness will be monitored and measured.

- Developmental history with data on its use elsewhere, if available.

Book	WSSD Policy Manual
Section	100 Programs
Title	Adoption of Textbooks
Code	108
Status	Active
Legal	1. 24 P.S. 508
	2. 24 P.S. 801
	3. 24 P.S. 803
	4. Pol. 006
	5. Pol. 105.2
	24 P.S. 807.1
	Pol. 000
	Pol. 610
	22 PA Code 14.106
Adopted	September 17, 1987
Last Revised	March 21, 2019

Authority

The Board shall, by affirmative vote of a majority of the full Board, adopt all textbooks used as part of the educational program of this District.[1][2][3][4]

Definition

For purposes of this policy, **textbooks** are defined as those books (bound or electronic) which are to be used as the basic source of any information in the planned instruction.

Delegation of Responsibility

The Superintendent, after consultation with administrative and professional staff, shall be responsible for the selection and recommendation of textbooks for Board consideration. No adoption or change of textbook shall be made without his/her recommendation, except by a two-thirds vote of the Board.[1][3][4]

The Superintendent, or designee, shall develop a plan for the selection of textbooks according to the following guidelines:

1. Professional staff members selected by the Superintendent shall participate in the selection process.

2. Textbooks currently in use shall be periodically evaluated for their continuing usefulness and relevance.

Guidelines

Standards for Approval

In considering the approval of any proposed textbook, the Board will evaluate its:

1. Suitability for the maturity level and educational accomplishment of the students who will be using the book;

2. Readability level;

3. Freedom from bias;

4. Relationship to the curriculum;

5. Relationship to a continuous multi-grade program;

6. Manner of selection;

7. Cost; and

8. Appearance and durability.

Record

A list of all approved textbooks shall be prepared and maintained. It shall be reviewed periodically by the Assistant Superintendent and made available for the use of the professional staff and the information of members of the Board. The list shall be available to students, parents/guardians, and community members through the library catalogue system.[5]

Discarding Procedures

1. Remove the digital record from the textbook database.

2. Remove the digital record from the master textbook spreadsheet.

Disposition of Surplus, Obsolete, or Outdated Textbooks

Surplus, obsolete, or outdated textbooks will be reviewed annually and disposed of pursuant to the following priority:

1. Sale to commercial used-book companies through quotation.

2. Placement in West Shore School District classrooms as supplemental materials.

3. Student/Teacher/Parent fair giveaway.

4. Donation to private schools, churches, etc.

5. Disposal of textbooks through District recycler.

Funds received from the sale of surplus, obsolete, or outdated textbooks will be deposited in the District's General Fund. The disposition of surplus, obsolete, or outdated textbooks will be managed by the Assistant Superintendent or designee.

Title of Module and Lesson Topic:	
Standards Addressed from the Module in this Lesson:	
Key Learnings for this Lesson:	
Lesson Essential Question:	
Concepts: Students will know…	Competencies: Students will be able to…
Key Vocabulary for this Lesson and Vocabulary Strategy:	
Activating Strategy:	

Lesson Instruction: *(How will you provide and sequence learning experiences that lead to deep understanding of the concept? The level of thinking/learning required by the students must increase throughout the lesson?*

Learning Activity 1 ___ 21st Cent. Skills ___ ELA Shifts ___ Math Shifts	**Graphic Organizer:** *(What graphic organizers or other organizational tools will you use to help students organize their learning?)*
Differentiation: Summarizing Strategy: Assessment Prompt for LA 1 (Webb's Depth Level ____)	
Learning Activity 2 ___ 21st Cent. Skills ___ ELA Shifts ___ Math Shifts	**Assignment:** *(What assignment(s) will students do to prepare for, reinforce and/or extend their understanding? Is this performance based/ application of skills?)*
Differentiation: Summarizing Strategy: Assessment Prompt for LA 2: ((Webb's Depth Level ___): *Is the level of thinking/learning required by the students increasing as the lesson progresses?)*	
Learning Activity 3 ___ 21st Cent. Skills ___ ELA Shifts ___ Math Shifts	**Response to Assessments:** *What will I do if students do not learn what they needed to know?*
Differentiation: Summarizing Strategy: Assessment Prompt for LA 3: (Webb's Depth Level ___):	

Summarizing Strategy:

Reflection: What evidence do you have that demonstrates 80% or greater of your students understand the concepts taught?

Adapted from Learning-Focused Lesson Plan (Next Generation of Learning-Focused)

WEST SHORE SCHOOL DISTRICT
Learning Module

Title of Module	xxxxx	Grade Level	
Curriculum Area		Time Frame	xxxxx

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

Transfer goals highlight the effective *uses* of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school. There is a small number of overarching, long-term transfer goals in each subject area. For example, a long-term aim in mathematics is for students to be able to solve "real world" problems on their own.

A long-term transfer goal in history is for students to apply the lessons of history when considering contemporary issues.

Key Learnings/Big Ideas

Also known as "Big Ideas." Key learnings state what students will understand as a result of instruction. What meaning will they make from overall instruction? LFS maps have these but are they what we want? Do they reflect the rigor?

Content and Reading and Writing Standards

Indicate eligible content standards by highlighting.
Include PA Core Reading and Writing for Science, Technical Subjects, Social Studies and History.
Content Reading
Content Writing

Essential Questions	Vocabulary Utilize concepts & competencies to add to vocabulary
Unit EQ: Questions are specifically linked to the Transfer Goals. They should frame student inquiry, promote critical thinking, and assist in learning transfer. Grant Wiggins Video Explaining Essential Questions Excerpt from Wiggins & McTighe Essential Questions LEQs: Questions are specifically linked to the Transfer Goals. They should frame student inquiry, promote critical thinking, and assist in learning transfer.	Pick essential vocabulary for unit. When selecting vocabulary to teach for depth, about 10-12 words per week is ideal. Also, when choosing words, consider whether words are Tier 2 words or Tier 3 words. Choosing Words to Teach

21 Century Skills/ STEM		
Learning and Innovation Skills: Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.	Information, Media and Technology Skills: Today we live in a technology and media-suffused environment with: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to create, evaluate, and effectively utilize information, media, and technology.	Life and Career Skills: Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. P21's essential Life and Career Skills include::
Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration	Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy	Flexibility and Adaptability Initiative and Self -Direction Productivity and Accountability Leadership and Responsibility

Resources

Student	Teacher
List or link to resources that will help students accomplish the objectives of the unit. Identify chapters in the text relative to this module.	List or link to resources that will help teachers accomplish the objectives of the unit. Indicate texts, chapters and pages so the teacher can easily locate resources for this module.

Week	Module
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
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26	
27	
28	
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35	
36	

COURSE INFORMATION

The planned course document template utilized for back mapping and curriculum writing will be the same. It will be necessary to ensure the master template is titled to clearly identify the back mapping work and the newly written curriculum. All back mapping and rewriting of curriculum are to occur on the specified site. Additionally, a cover sheet will be completed listing the following information:

Course Number: Note course number from Course Selection Guide (if appropriate).

Blocks/Cycle: Note (modules, periods, etc.) the course meetings per six-day cycle.

Estimated Time Frame: Note minutes/day of class meeting.

Length of Course: Note course duration (semester, quarterly, full year).

Total Clock Hours: Note number of hours the course meets during the year.

Credits: List the credit value of the course (if appropriate).

Date Written: Note date the actual writing has been finalized.

Written By: List individuals participating in course writing.

Prerequisites: List the requirements necessary to take the stated course.

Textbooks: List the Board approved textbooks used for the stated course.

Course Description: Highlight course content to be used as course descriptor in the *Course Selection Manual*.

ACADEMIC STANDARDS AND PA BENCHMARKS

List the expected course outcomes in accordance with PA outcomes for the stated planned course (if available). Identify the PA Benchmark by the designated three (3) digit code and letter (ex. 1.4.8.A).

CURRICULUM

West Shore School District utilizes a modified Understand by Design model to design curriculum. All curriculum templates are housed on Shared Drive and curriculum is accessible via the Google Shared Drive.

CONTENT – MAJOR AREAS OF STUDY

Curriculum will be formatted using a prioritized system of student learning modules (Appendix C-1, C-2).

INTRODUCTION TO THE WEST SHORE SCHOOL DISTRICT CURRICULUM

Schools have found that "how teachers manage and plan the curriculum" significantly impacts achievement. This real-world finding has long been supported by the leading curriculum researchers in the country. Fenwick English (1992) found that school districts that more fully concentrated time and resources on what he called the ***essential elements of the curriculum*** had much higher achievement. Those districts' teachers were more curriculum-focused and connected curriculum concepts much better than teachers in typical districts. In the groundbreaking research of McREL in the late 1990s, Marzano (2000) and Kendall and Snyder (2003) looked at the need for schools and school districts to have an *essential curriculum*.

Over the last 10 years, more and more states have shifted their state curriculum from goals and objectives to standards. This shift has prompted standards-based instruction and assessments, therefore, a genuine need for teachers to be more specific and focused when developing their lesson plans and units. States have provided teachers with the standards and accompanying support for the standards such as instructional elements, performance indicators, benchmarks, or objectives. These are very helpful in providing specific expectations for all students.

However, every state's curriculum has far too many standards to be learned in the time available. Because that curriculum is so broad, teachers have always had to prioritize their curriculum. The problem rests in that the prioritizing has always been by every individual teacher's passion. This provides for an uneven "taught" curriculum that results in inconsistent achievement.

The ***WEST SHORE SCHOOL DISTRICT CURRICULUM*** model provides teachers with a tool hat aligns and prioritizes the curriculum. Teachers are able to quickly and easily distinguish the most essential standards that need students' higher-level thinking and reasoning. Each course has an identified pacing guide, parent document, and modules of instruction that all teachers across the district follow.

Robert Marzano, in his book, *"What Works in Schools"*, talks about the tremendous need for a "guaranteed and viable curriculum." The West Shore School District Curriculum Model is the critical first step in attaining that goal. The development and use of a prioritized and mapped, standards-driven curriculum provides schools and educators with the ability to focus instruction that has the greatest impact on student learning and achievement.

English, F.W. (1992). *Deciding What to Teach and Test: Volume 4*.
        Newbury Park, CA: Corwin Press

Kendall, K., and Snyder, C. (2003). *Finding the Time to Learn: A Guide*.
        Aurora, CO: Mid-continent Research for Education and Learning

Marzano, R.J. (2000). *A New Era of School Reform: Going Where the Research Takes Us.*
        Aurora: Mid-continent Research for Education and Learning.

WEST SHORE SCHOOL DISTRICT
507 Fishing Creek Road ● P.O. Box 803 ● New Cumberland, PA 17070-0803

PROPOSAL FOR CHANGE IN SECONDARY SCHOOL CURRICULUM MIDDLE SCHOOL/HIGH SCHOOL

Use this form for proposing new courses, major changes, discontinuance, or modification of existing courses. Proposals must be submitted to the building principal. Building principal will submit to the Director of Secondary Education and Assistant Superintendent by September 30. If additional space is necessary, attach extra pages.

Title of Course:			
Grade Level:	**Credit:**	**Length:**	**Pd./Week:**
Action Requested (circle one):	ADDITION	DELETION	MODIFICATION
Reason(s) for addition, deletion, or modification:			

F O R   N E W / R E V I S E D   C O U R S E S   O N L Y
Student prerequisites:
Brief description of course:
List major objectives of the course:
List PA (or national) Academic Standards met through this course:

Appendix E-1

Budget Requirements:

   Start-up cost information:

      • **Textbook cost**   _____

      • **Required supplementary materials**   _____

PROPOSAL SUBMITTED BY:

_____	_____	_____
Name	**School**	**Date**

PROPOSAL REVIEWED BY:

	Name	**Date**	**Recommendation**
Department Head:	_____	_____	_____
Supervisor/Principal:	_____	_____	_____
Director of Secondary Education:	_____	_____	_____
Assistant Superintendent:	_____	_____	_____

WEST SHORE SCHOOL DISTRICT

ELA Textbook Review Instrument

The ELA Textbook Review Instrument was created to assist in selecting textbooks and curricular materials aligned to the PA Core Standards. The instrument provides criteria to assist our educators in determining the quality and alignment of reading materials to the College and Career Ready Standards. This instrument can assist in textbook adoptions and in the review of current textbooks and curricular materials to determine if revisions are needed.

<u>How to Use This Document</u>

Before using this Instrument, study the textbook and all supplementary materials (teacher manual, ancillary materials, technological materials, assessments, etc.) to familiarize yourself with all components. Assess the textbook by analyzing the range of text, text complexity, quality of text-dependent questions, incorporation of writing and integration of vocabulary.

Step 1 – Review Materials for Non-Negotiable Requirements

Review the textbook and materials for the Non-Negotiable Requirements.

Provide evidence to support your thinking for each requirement.

Evaluate the non-negotiable requirements met and determine if the text is worthy of further study.

Step 2 – Evaluate Materials for Key Criteria in each Section

Closely examine the materials through the "lens" of each criterion.

Check each criterion if clear and substantial evidence is found. Provide evidence to support your thinking in the notes column.

Identify weaknesses and note specific improvements to meet criteria or strengthen alignment.

Determine an overall rating for each section based on the Descriptors for Key Criteria at the bottom of the page and circle your rating.

When working in a group, individuals may choose to compare ratings after each section or delay conversation until everyone has rated all sections.

Step 3 – Determine a Recommendation

Using the Textbook Review Instrument Summary page, record the scores for each section and add notes as needed.

Determine an overall recommendation for the textbook based on the Overall Recommendation Descriptors listed.

Indicate final recommendation on the summary page along with a rationale.

<u>**Step 4 – Compare Overall Recommendations and Determine Next Steps**</u>

Note the evidence cited to arrive at a final recommendation, along with evidence statements and similarities and differences among raters. Recommend next steps for the materials and provide suggestions for improvement and/or supplemental materials.

WEST SHORE SCHOOL DISTRICT

ELA Textbook Review Instrument: Reading (K-5)

Publisher: _____ Title of Textbook: _____ Grade: _____

NON-NEGOTIABLE REQUIREMENTS	Y/N	Notes
1. RANGE OF TEXT: • Reading selections are high quality literary and informational texts. • Instructional time is divided to reflect a balance of literary and informational text.		
2. COMPLEXITY OF TEXT: The textbook/series selections: • exhibit concrete evidence of quantitative and qualitative measures. • are appropriate for each grade level in the K-5 grade band. • represent a progression of text complexity as materials progress across the grade band.		
3. SUFFICIENT PRACTICE IN READING COMPLEX TEXTS: • Text/textbook series provides all students, including those who are below grade level, with extensive opportunities to encounter and comprehend grade-level complex text. • Materials systematically direct teachers to return to focused parts of the text to guide students through re-reading, discussion, and writing about the ideas, events, and information.		
4. FOCUS ON THE TEXT IS THE CENTER OF ALL LESSONS: • Pre-reading activities carefully consider reader and task and do not deflate the rigor of the text. • Suggested approaches to teacher scaffolding are student-centered, research and evidenced-based, and begin with the text.		
5. INCLUSION OF TEXT DEPENDENT QUESTIONS: The questions in the text: • reflect a variety of types (SR, CR, PT). • align to reading standards 1-9. • demonstrate a range of depth of knowledge and require text dependent analysis.		
6. WRITING TO SOURCES: Tasks in the K-5 grade band: • require students to confront the text directly. • draw on textual evidence to support valid inferences, reflections and research from the text. • reflect informational/explanatory, narrative, and opinion writing.		
7. QUALITY VOCABULARY: • Materials focus of academic vocabulary prevalent in complex texts through reading, writing, listening and speaking instruction.		
8. READING FOUNDATIONS: Materials: • provide explicit and systematic instruction and diagnostic support in concepts of print, phonological awareness, phonics, fluency, and word recognition. • provide embedded assessment and supplemental supports for instruction.		

Note: Does this resource meet the non-negotiable qualities?

WEST SHORE SCHOOL DISTRICT

ELA Textbook Review Instrument Summary (K-5)

Publisher: _____

Title of Textbook: _____

Grade: _____

Indicators	Scores	Notes
Non-Negotiable Requirements	Number Met:	
Key Criteria Section 1: Structure and Design	Rating:	
Key Criteria Section 2: Instruction and Assessment	Rating:	
Key Criteria Section 3: Instructional Supports/Materials	Rating:	

Overall Recommendation Descriptors

☐ **Recommended:** Exemplifies Common Core – Aligned and exemplifies the quality standard and exemplifies most of the criteria across all sections of the rubric.

☐ **Recommended with Supplements:** Approaching Common Core – Aligned and exemplifies the quality standard in some sections but will benefit from supplemental materials in others.

☐ **Not Recommended as Primary:** Developing toward Common Core – Aligned partially and approaches the quality standard in some sections but needs significant supplemental materials revision in other OR may serve as a supplement, but not as a primary resource.

☐ **Not Recommended:** Not representing Common Core – Not aligned and does not address criteria.

WEST SHORE SCHOOL DISTRICT

Comments:

WEST SHORE SCHOOL DISTRICT

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REQUEST FOR RESOURCES TO SUPPORT CURRICULUM

When completed, this form should be submitted to the office of the Assistant Superintendent, accompanied by a sample copy of the textbook if applicable and component materials for which an adoption is being requested.

COURSE	Accounting
TEXTBOOK TITLE OR SOFTWARE TITLE	Century 21 Accounting Multicolumn Journal (Introductory Course Chapters 1-17)
VENDOR'S OR PUBLISHER'S CONTACT INFORMATION	Copy
COPYRIGHT DATE AND EDITION IF APPLICABLE	

TEXTBOOKS, TEACHERS' EDITIONS, SUPPLEMENTAL MATERIALS, SOFTWARE, ETC.	LEVEL	ISBN	QUANTITY	UNIT COST	TOTAL COST	DISTRIBUTION	
						Quantity	School

Names of administrators, teachers, and department heads recommending adoption:

Yes, the grade level/department worked with the technology department before choosing any software associated with the adoption. I specifically worked with _____

Requesting administrator

Date of request

Adoption of Basic and Supplementary Textbooks and Reading Lists

The Pennsylvania School Code, Section 803, provides that "All textbooks...shall be adopted by the Board of School Directors...Books supplementary to textbooks regularly adopted may be adopted and purchased for use at any time. Such supplementary books shall be adopted in the same manner as textbooks."

Supplementary textbooks include all books used for class assignments. They do not include books available for reference or individual, voluntary use. Books made available for student use through club purchase plans need not be submitted for adoption, although teachers should exercise discretion in making book club purchase plans available for pupils.

Although supplementary textbooks may be adopted at any time, budgetary provision shall be made for them in the same manner as for other instructional materials.

Before a book is recommended, the reading level of the book shall be checked to determine whether it is appropriate for the intended level of instruction. The reading supervisor will provide this service upon request.

Textbooks should be adopted only after careful consideration of their worth, and plans have been made for their use. Requests for the adoption of supplementary textbooks shall be made by teachers to the department head and/or principal. They may appoint a committee to review and recommend adoptions or make recommendations for adoptions themselves to the Assistant Superintendent.

When appropriate, the department head or principal shall require that any supplementary textbooks for which adoption is requested shall be accompanied by a written unit in the style of the regular course of study indicating how it will be used.

Three (3) copies of any reading lists prepared for student use will be sent to the Assistant Superintendent for adoption prior to their use.

WHAT IS BENCHMARK LITERACY?

Benchmark Literacy is a research-proven solution aligned to new State Standards and empowers both experienced teachers and beginning teachers with:

- 30 weeks of explicit comprehension-focused lessons for the whole class, small groups, and intervention
- Assessment-driven instruction that is differentiated and includes responding to text
- Gradual release and built-in choice that support student progress and teacher creativity
- Precisely leveled texts for your full range of students, including ELLs and striving readers
- Leveled Reader's Theater and diverse genres that engage students and extend learning
- Research-based resources and professional development that have been proven effective
- Interactive technology that motivates student learning, involvement, and excellence

PROCESS USED

The selection process for the new English Language Arts program for grades 3-5 began early in the 2015-2016 school year. At the September ELA mini-curriculum meeting, team members comprised of literacy specialists and classroom teachers from each elementary school, created a list of potential programs/resources for consideration that would meet the needs for the intermediate literacy block. The following programs were selected to present to the ELA mini-curriculum committee:

- Houghton-Mifflin-Harcourt (Journey's)
- 95% Group
- Pearson (Reading Street)
- Benchmark Literacy
- Pearson (ReadyGEN)

Resource presentations were held at ACE during October and November. Participants were encouraged to attend all presentations, if possible. Committee members utilized a rubric to assist in the evaluation of each resource and provide guidance for narrowing the selections. At the December ELA mini curriculum meeting, team members discussed the merits and limitations of each program and narrowed the selection to two programs for a formal second-round presentation. The following programs were selected:

- Benchmark Literacy
- Pearson (ReadyGen)

Building administrators, classroom teachers, and literacy specialists assembled in January for a day of presentations. Classroom teachers were selected for their strength in ELA instruction. Each grade level (grades 3-5) had two or more teachers participating with representatives from each elementary school. The following teachers were part of this group:

- Grade 3   Dawn Sanderson (RM)   Lori Swade (HS)
- Grade 4   Trisha Chapman (HS)   Cindy Quickel (NB)   Lori Lund (FV)
- Grade 5   Janelle Bingaman (HG)   Paula McGee (RS)   Dean Reed (WH)
- Lit. Specialists   Jackie Behney (HS)   Sue Painter (WH)

Using a detailed rubric, team members independently evaluated both programs. The group then discussed each program, citing strengths and limitations. The final step in the selection process involved team members reflecting on the rubric results and voting for their preference - the program they felt best suited the needs for our teachers and students. Benchmark Literacy was the overwhelming choice of the group.

EVALUATION TOOL

It is essential to use a common evaluation tool to evaluate resources to insure they support best practices, are aligned with standards and meet the needs of students, teachers, and parents. Please see attached.

TRAINING AND TEACHER SUPPORT

Professional development training ensures fidelity of implementation through a wide range of high-quality, customized professional development.
Services include:

- On-site product in service training
- Train-the-Trainer sessions
- Customized on-site training sessions

- Web-based training sessions

Benchmark Literacy also supports best-practices balanced literacy instruction with formal and observational assessment tools, professional development resources, and instructional tools in the toolkits for Teachers, Coaches, and Administrators. Our reading specialists will receive Train-the Trainer professional development late May so they will, in turn, be able to train and support teachers new to the district and to support all teachers' grades 3-5 with implementation. As always, our administrators will be active members of the training.

First Full Day of Training Includes
Program Components Introduction
Establishing Routines/Community Learners Read Aloud Shared Reading
Reading-Writing Mini Lessons Word Study Technology Basic Navigation to
Resources

Second full day of training includes
Small Group Instruction Writing
Revisit - go deeper into research, Assessment, Short and Long Cycle Full Technology

Third Full Day of training includes
Differentiated Content
Data Driven Instruction
Effective Conferring, Reading Small Group Individual and Writing Small
Group Individual Demonstration Lessons, in class, as determined by district leadership, Grade Levels and
Literacy Block Components

Remaining days used as needed

NEXT STEPS
Upon Board approval of the resource, we will proceed with generating the PO in order to receive the
materials before the end of the school year. We will introduce teachers to the resource this spring and
schedule more in-depth training for the start of the school year.

COST
Total cost is $551,624. That includes 10 days of professional development and all components. Our
publisher representative is working on a 50% reduction in shipping and handling, which will bring the cost
to $525,000. Due to the cost, we only purchased a 1-year subscription to Interactive E-Books and Planner.
We will reevaluate its usage and determine if we want to move forward with subsequent years.

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PILOT PROJECT PROPOSAL

Interest in piloting projects to examine new material, alternative instructional programs, strategies, or activities may be initiated at the building level and/or the administrative level. The staff member initiating the pilot project should complete this form and submit it to the building principal. The principal will recommend/not recommend and submit it to the Assistant Superintendent for Curriculum for approval. Guidelines for conducting pilot projects in the West Shore School District should be followed closely.

INSTRUCTIONAL MATERIAL OR PROGRAM OR ACTIVITY TO BE PILOTED	
INVOLVED SCHOOL(S)	
INTENDED GRADE LEVELS	
PILOT TEACHERS	
PILOT ADMINISTRATOR	
OBJECTIVES	

TIME FRAME FOR PILOTING EVENTS (by month and year):

DATE	ACTIVITY

ANTICIPATED EXPENSES OF THE PROJECT (list major expenditures and estimated amounts):

AMOUNT	ITEM

Appendix
H-1

DEFINE THIS INITIATIVE AS TO ITS RELATIONSHIP TO THE OBJECTIVES OF *INSTRUCTIONAL DESIGN*

TOTAL EXPENSES _____   **ARE MONIES BUDGETED?** _____

ASN NUMBER _____

Provide detailed objective assessment procedures that will assess efficacy of innovation*:

*A written summary of evaluation scores, rubric summaries, etc. must be submitted no later than two (2) weeks after the conclusion of the pilot program.

_____   _____
Requesting Administrator/Teacher   Date Requested

_____   _____
Building Principal   Date Recommended/Not Recommended

_____   _____
Assistant Superintendent   Date Approved/Denied

Appendi H-2

WEST SHORE SCHOOL DISTRICT

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REVIEW YEAR ASSESSMENT

Name: _____   Building: _____

List courses taught: _____

_____

This assessment is to be completed by all teachers in the review year subject area. The Mini-Curriculum Committee initiates the form.

Rate the following:

	Very Effective	Moderately Effective	Barely Effective	Very Ineffective
1. Course content	☐	☐	☐	☐
2. Level of difficulty	☐	☐	☐	☐
3. Appropriateness of course in K-12 scheme	☐	☐	☐	☐
4. Availability of resources	☐	☐	☐	☐
5. Quality of text	☐	☐	☐	☐
6. Staff development as related to your curricular area	☐	☐	☐	☐
7. Alignment with Pennsylvania Academic Standards	☐	☐	☐	☐
8. Adaptations provided for special needs students	☐	☐	☐	☐

Course strengths:

Recommended changes:

WEST SHORE SCHOOL DISTRICT

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| IMPLEMENTATION YEAR ASSESSMENT |

Name: _____   Building: _____

List courses taught: _____

_____

Please answer all questions relating to your specific subject area. Place a check in the appropriate box.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. There is better articulation in the curriculum.	☐	☐	☐	☐
2. I have more knowledge as to what is occurring across my subject area.	☐	☐	☐	☐
3. Changes made in my curricular area are improving student achievement.	☐	☐	☐	☐
4. I have a more complete knowledge of the objectives in the courses I teach.	☐	☐	☐	☐
5. Resources are adequate in my school to teach my courses.	☐	☐	☐	☐
6. The adopted textbook meets the curriculum's needs.	☐	☐	☐	☐
7. In-service training assists me in my teaching.	☐	☐	☐	☐
8. Established content objectives are being taught and stressed in the subjects I teach.	☐	☐	☐	☐

Comments:

9. Additional suggestions for staff development:

A.

B.

C.

10. Comments: _____

_____

_____

MINI-CURRICULUM
DEPARTMENT HEADS/ADMINISTRATIVE CHAIRS
2023-2024

SUBJECT	POSITION	TEACHER	BLDG.	ADMINISTRATOR/IME
ART	DH DH	Nicole Herbert Devon Miller	CC RL	Tyler Gensler
BUSINESS & COMPUTER ED	DH DH	John Cook Taylor Wiggins	CC RL	Josh Curtis (HS) Patricia Harrington (MS)
CAREER EDUCATION		Frank Gay Mark Miller	RL CC	Jen Post (MS/HS) Kelly Guistwhite (ES)
ENGLISH LANGUAGE DEVELOPMENT		Aliyah Quilty	ACE	Ryan Argot Danita Rizzardo
ExCEL Online Learning				Christopher Konieczny
GUIDANCE SERVICES	DH DH	Stacy Thorpe Aaron Walter	CC RL	Nicholas Butt
HEALTH AND PHYSICAL ED./ DRIVERS ED.	DH DH	Eric White Kathleen Young	CC RL	William Delaney
HEALTH SERVICES - NURSE	DDH	Teresa Stoner	CC	Nicholas Butt
LANGUAGE ARTS/READING	DH DH	Rebecca Hoch Alison Gonce	CC RL	Shelly McGowan (HS) Tracy Dominick (MS) Kevin Scharlau (ES) Meghan Sheraw (ES) Kate England (ES)
LITERACY SPECIALISTS/ ELA INTERVENTIONS				David Harrison (K-8) Tammi Jones (9-12)
LIBRARY	DDH	Rachel Meckes	CC	Adam McGraw
MATH	DH DH	Douglas Alioth Maura Yinger	CC RL	Kevin Fillgrove (HS) Brian Granger (MS) Ryan Deveney (ES) Julie Dougherty (ES) Travis Peck (ES)
MUSIC	DDH	George Clements	AL	Christopher Stine
SCIENCE	DH DH	Audrey Plassio Jeffrey Brown	CC RL	Melissa Herbert (HS) Michele Trevino (MS) Karisa Peifer (MS) Adam Marshall (ES)
SOCIAL STUDIES	DH DH	Daniel Reilly D. Jeffrey Gonce	CC RL	Kenneth Gehosky (MS) Douglas Knepp (ES) Jamie Snyder (HS) Matthew Wensel (ES)
SPECIAL EDUCATION ADVISORY COMMITTEE	DH	Angela Caufman Ann Dalby	CC RL	Jennifer Homoki
TECHNOLOGY EDUCATION	DH DH	Matthew Uibel Daniel Snelbaker	CC RL	Tara Lingle
WORLD LANGUAGE	DH DH	Kersha Farrow Lesley Spann	CC RL	RLHS AP (TBD)

MINI-CURRICULUM COMMITTEES
2023-2024

ART
Tyler Gensler (MCC).. CC
Nicole Herbert (DDH) CC
Devon Miller (DDH) .... RL
David Burnham.. CC
Wendy Keller .... HS
Sierra Lush………………………….....................HG
Jason Sload CC

BUSINESS & COMPUTER ED
Josh Curtis (MCC)... CC
Patricia Harrington (MCC)………………………… AL
John Cook (DH)... CC
Taylor Wiggins (DH)... RL
Aubrey Wagner... CC

CAREER EDUCATION
Jen Post (MCC)...ACE
Kelly Guistwhite...FC
Frank Gay .... RL
Mark Miller………………….…......................... CC
Nicholas Obielecki.. AL

ENGLISH LANGUAGE DEVELOPMENT
Ryan Argot (MCC)...ACE
Danita Rizzardo ....NC
Lindsay Gottwald...NC
Aliyah Quilty ....ACE
Sandra Quinones... CC

ExCEL Online Learning
Christopher Konieczny (MCC)..................................... FV

GUIDANCE SERVICES
Nicholas Butt (MCC)..ACE
Aaron Walter (DH) .... RL
Stacy Thorpe (DH) CC
Jourdan Harris.. RL

HEALTH AND PHYSICAL ED/ DRIVERS ED
William Delaney (MCC) .... HS
Eric White (DH) .... RL
Kathleen Young (DH).. CC
Amber Smith...NC

HEALTH SERVICES
Nicholas Butt (MCC)..ACE
Teresa Stoner (DDH)... CC
Judith Huggins..NB

LANGUAGE ARTS/READING
Elementary
Kevin Scharlau (MCC)...................................... RM
Meghan Sheraw (MCC).......................................HG
Debra Davidheiser ....WH
Kelcie Hartman... RM
Katie Kauffman .... HS
Lori Lund... FV
Angie Naugle .... RM
Dawn Sanderson .... RM

Middle School
Tracy Dominick (MCC) ....CM
Nicole Fenton ....AL

High School
Shelly McGowan (MCC)……………………………… RL
Alison Gonce (DH) ....RL
Rebecca Hoch (DH) CC
Melissa Bolen...CC
Jennifer Clarke CC
Lynda Dorsey ....RL
Lauren Hyde CC
Joanne Martin ....RL
Carley Wolfe CC

LITERACY SPECIALISTS/ELA INTERVENTIONS
Mathew Gay (MCC)..ACE
David Harrison (MCC)..ACE
Jenna Bergenstock... HG
Angela Cibulka.. RS
Heidi Culleiton .... NB
Dawn Draper .... WH
Angela Friend ....HS
Sabrina Garnett... NC
Lisa Handwerk .... HG
Elissa Hart .... FC
Sara Imes .... WH
Sharon Konieczny ....RM
Shannon Koutsokostas ....CM
Beth Little ....RM
Amanda Marsh ....FV
Suzanne Painter .... WH
Kristy Panebaker ....FC
Geri Ressler..HS
Mackenzie Rudy.. NB
Alison Solomon...AL

LIBRARY
Adam McGraw (MCC) ....ACE
Rachel Meckes (DDH) ....AL
Karen Cummings ....RM
Rebecca Diehl .... NC
Angela Kauffman ....RL
Shira Manley ....HS

MATHEMATICS
Elementary
Ryan Deveney (MCC)...RM
Julie Dougherty (MCC).......................................HS
Travis Peck (MCC) .... NB
David Harrison ....ACE
Danielle Badders .... HG
Stephanie Campbell..HS
Jessica Dang ....FC
Allison Freeman .... NB
Taneisha Fulmer .... WH
Daniel Grejda ....HS
Beth Harman ....FV
Scott Mull... NB
Amanda Poland .... RS
Michael Schutter .... WH
Deborah Smith ....RM

MATHEMATICS
Elementary (cont'd.)
Traci Stambaugh .... RM
Gwen Stull ....FC
Heidi Stupka .... FV
Thomas Wickenheiser...RS

Middle School
Brian Granger (MCC)…………………………… .... AL
Paula McGee.. AL
Dean Reed.. AL/CM/NC

High School
Kevin Fillgrove (MCC) CC
Douglas Alioth (DH) CC
Maura Yinger (DH) .... RL

MUSIC
Christopher Stine (MCC)... FV
George Clements (DDH) .... AL
Marianne Galanti-Otteson... HS
Robert Starrett... RL

SCIENCE
Elementary School
Adam Marshall (MCC)..HG
Beth Harman.. FV
Sherri Rowland...HG
Deborah Smith.. RM
Aaron Troup ....WH

Middle School
Michele Trevino (MCC) ....WH
Karisa Peifer .... CM

High School
Melissa Herbert (MCC) .... RL
Jeffrey Brown (DH).. RL
Audrey Plassio (DH)... CC
Lisa Cubbler .... RL
Rubeena Quazi.. CC

SOCIAL STUDIES
Elementary
Douglas Knepp (MCC)..HG
Matthew Wensel (MCC)...FC
Megan McCullough...RS

Middle School
Kenneth Gehosky (MCC) ....NC

High School
Jamie Snyder (MCC) .... RL
D. Jeffrey Gonce (DH)... RL
Daniel Reilly (DH) CC
Kyle Hey.. RL
David Simpson CC
Shawna Thomas.. CC

SPECIAL EDUCATION ADVISORY COMMITTEE
Jennifer Homoki (MCC) .... ACE
Kristen Peters (MCC)... ACE
Angela Caufman (DH) CC
Ann Dalby (DH)...RL
Bambi Arnold .... ACE
Shari Brenizer.. ACE
Erin Chirdon..RL
Chelsea Guenther .... ACE
Katelyn Jackson ....RL
Melissa Kauffman ....CM
Amy Scott .... ACE

TECHNOLOGY EDUCATION
Tara Lingle (MCC)..CC
Matthew Uibel (DH) CC
Daniel Snelbaker (DH)..RL

WORLD LANGUAGE
RLHS AP (TBD)...RL
Kersha Farrow (DH)..CC
Lesley Spann (DH)..RL
Kelly Roberts CC
Fatiha Zaami CC

DH	=	Department Head
DDH	=	District Department Head
MCC	=	Mini-curricular Chair

9/18/2023

WEST SHORE SCHOOL DISTRICT

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Christopher J. Kambic, Vice President

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Stevie Jo Boone, Treasurer

Brooke E.D. Say, Esq., Solicitor

Administration

Todd B. Stoltz, Ed.D., Superintendent

Mathew F. Gay, Assistant Superintendent

UPDATED SEPTEMBER 2022

	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Math K-12	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend
ELA K-8	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect and Revise
ELA 9-12	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend
Science K-12	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect and Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise
Social Studies K-12	Reflect & Revise	Review, Revise & Recommend	Implement, Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise
World Language	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise
ELD	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise
Health/PE K-12	Reflect and Revise	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise
Business/Computer K-12	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend
Library K-12	Reflect and Revise	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise
Career Education	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise	Reflect & Revise
Art/Music/Tech Ed	Reflect & Revise	Reflect & Revise	Reflect & Revise	Review, Revise & Recommend	Implement-Reflect & Revise	Reflect & Revise

6/12/23 JW