KDLO CHARTER
REVOCATION HEARING

EXHIBIT 28

KDLO Curriculum and Instruction Staff Development
Based on Common Core State Standards
Agenda for Summer 2013
Developed by Theresa Serapiglia Ph.D. Staff Development Facilitator

June 24, 2013
Introduction and Welcome
Setting the Agenda for Work Session
Review Successes of prior year
Clarify wants and needs for students and teachers

MATH CURRICULUM AND INSTRUCTION
1. Study Common Core State Standards for Mathematics
2. Predict Common Core Math Standards that students may be weakest in.
3. Analyze students spring math assessment results: NWEA, AIMS, program and classroom assessment, identify students in the lowest 25th percentile (students in Tiers I, II, and III, who are Intensive, Strategic, and Benchmark in math using AIMS and NWEA.

June 25, 2013
4. Determine student needs based on data. Determine which Common Core State Standards for Math to emphasize - to spend more time on.
5. Determine which students need math intervention. Complete Performance Placement.
6. Determine specific areas of math need (based on Common Core State Standards for Math for students needing math intervention.
7. Study correlation of math materials/Prentice Hall and Common Core State Standards for Math.

June 26, 27 & 28, 2013
8. Develop core Math Curriculum Map and Pacing Guide.

(A) Based on Common Core State Standards in Math - specifying which Common Core Math Standards will be taught. List CCS standards taught each week.
(B) Related to Core Math Materials (specifying units, chapters, lessons, page numbers as needed)
(C) Emphasizing specific areas of student need based on analysis of student data.
(D) Specifying which assessments will be used and when

9. Determine number minutes of core math instruction needed daily.

July 1, 2013
10. Determine instructional delivery model for math intervention based on student math assessment data. (number of students at each grade who need math intervention), either:
(A) all students have math intervention.
(B) all students who need math intervention are scheduled for math intervention. If only part of class is scheduled for math intervention, determine what other students do (social studies, science).

11. Determine what staff are available for core math and math intervention. Determine roles of stall.

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12. Develop Math Intervention Curriculum Map and Pacing Guide
    (A) Based on Common Core State Standards in Math - specifying which Common Core State Standards in Math will be taught.
    (B) Related to Core Math Materials (specifying units, chapters, lessons, and page numbers as needed).
    (C) Emphasizing specific areas of student need based on analysis of student data.
    (D) Specifying which assessments will be used and when.

July 1 and 2, 2013
LANGUAGE ARTS (Reading & Writing) CURRICULUM AND INSTRUCTION
1. Study Common Core State Standards for Language Arts.

2. Predict Common Core State Standards for Language Arts students may be weakest in.

3. Analyze students' spring Reading & Writing assessment results: NWEA, AIMS, Voyager, DIBELS, program and classroom assessment, etc.

4. Determine student needs based on data. Determine which Common Core Language Arts Standards to emphasize - to spend more time on.

5. Determine which students need Reading & Writing intervention.
Identify students in the lowest 25th percentile (students in Tiers I, II, and III, who are Intensive, Strategic, and Benchmark in math AIMS and NWEA.

6. Determine specific areas of Reading & Writing need (based on Common Core State Standards) for students needing Language Arts intervention.

7. Study correlation of Reading & Writing materials and Common Core State Standards in Language Arts.

July 2, 3 and 8, 2013
8. Develop core Reading & Writing Curriculum Map and Pacing Guide.

(A) Based on Common Core State Standards in Language Arts.

(B) Related to Core Language Arts Materials (specifying units, chapters, lessons, and page numbers as needed).

(C) Emphasizing specific areas of student need based on analysis of student data.
(D) Specifying which assessments will be used and when.

9. Determine number minutes of core Reading & Writing instruction is needed daily.

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10. Determine instructional delivery model for Reading & Writing Intervention based on student Reading & Writing assessment data. (Number of students at each grade who need Reading & Writing intervention). Select either model for Intervention below:

(A) All students have Language Arts intervention.
(B) Only those students who need Language Arts Intervention are scheduled for Language Arts Intervention. If only part of class is scheduled for Language Arts Intervention, determine what other students do (social studies, science).

11. Determine what staff are available for (a) core Reading & Writing and (b) Reading & Writing Intervention. Determine roles of staff.

July 8, 2013

12. Develop Reading & Writing Intervention Curriculum Maps and Pacing Guide.
(A) Based on Common Core Standards in Reading & Writing - specifying which Common Core Reading & Writing Standards will be taught.

(B) Related to Core Reading & Writing Materials (specifying units, chapters, lessons, and page numbers as needed).

(C) Emphasizing specific areas of student need based on analysis of student data.

(D) Specifying which assessments will be used and when.

SCHEDULE and INSTRUCTIONAL UNITS

July 9, 2013

1. Develop classroom instructional schedule to provide sufficient time for math, reading, writing, and integration with other content.

July 10 & 11, 2013

2. Develop Lesson Plans based on Common Core State Standards. Develop Instructional Units that integrate content areas including Math, Reading, Writing, Social Studies, Science, Art, Music, Navajo Language and or PE (based on Common Core State Standards).
3. Determine what additional instructional materials for core and intervention are needed. Determine what supplies are needed. Make list of materials and supplies needed.
4. Organize and prepare instructional materials for greater efficiency and effectiveness next year.
5. Complete Curriculum Binders
6. Put Curriculum Maps on Memory Sticks and submit to Ora James.

Note: All Curriculum Binders must be completed by end of Work Session.
All Curriculum Maps must be completed by end of Work Session and submitted