**NOVEMBER 2018 CURRICULUM COMMITTEE REPORT**

Chair: Tammy Clark clark\_9301@verizon.net

Subcommittee Chairs: Amanda Graver – Secondary

 Rodney Peele - Elementary

**Events:**

**October 31st**  **Curriculum Advisory Assembly** - Tammy and Amanda attended the CAA, which meets up to 4 times per school year to review, discuss and advise on curriculum-related issues. OCIP directors, Scott Murphy (secondary) and Niki Hazel (elementary) provided an overview of the Curriculum Selection Process and a vision of the Curriculum Implementation for new curriculum materials for ELA and math for grades K-8, and algebra 1.

 Curriculum Selection Process – MCPS’s RFP (request for proposals) generated 35 proposals from 19 vendors. Some vendors submitted proposals for both ELA (English language arts) and Math, and some submitted for only ELA or Math. A curriculum review committee comprised of 118 staff members are doing a comprehensive review of the proposals. These members are subject matter experts in areas including ESOL, special ed, equity, and include teachers, para-educators, school based and central office administrators. The committee will finalize the list of vendors recommended to give demonstrations of the proposed curriculum materials.

There will be 2 opportunities for community feedback on the demonstrations. MCPS has invited approximately 300 community stakeholders to attend the vendor demonstrations. This includes over 20 parent and community organizations. MCCPTA will have 2 representatives attending each of the demonstrations, November 15th for the ELA materials and November 19th for Math materials. The other opportunity for feedback will be online viewing of the demonstrations, which will be made available to all members of the community. Further information and instructions on how to view the demonstrations and provide feedback will be forthcoming.

Vision for Curriculum Implementation – Full implementation will take place over 3 years. The first cohort of schools which will implement the materials in year 1 will include 77 elementary schools, 22 middle schools and 11 high schools. The cohort 1 schools were chosen after careful consideration and interest from each school community. The second cohort of schools will begin implementation in year 2, and will include all schools not participating in year 1.

At the elementary level, all cohort 1 schools will implement either ELA or Math the first year, for all grades (k-5). The remaining subject area will be implemented in the 2nd year. The cohort 2 schools (schools which did not participate in the new curriculum rollout in the first year) will implement ELA or Math in year 2 and the remaining subject area in year 3. By year 3, all elementary schools will have the full curriculum for ELA and math rolled out for grades K-5.

At the middle school level, the implementation is slightly more complicated. The new curriculum is being rolled out for only 6th grade in year 1 and only in the first cohort of schools. The cohort 1 schools may implement ELA and/or Math, as each subject is taught by different teachers. Some schools will implement ELA and Math for 6th grade, and the following year, cohort 1 schools will roll out the ELA and Math curriculum for grades 7 & 8. A few of the cohort 1 middle schools will implement only one of the subject areas, ELA or Math. If the school only implemented 1 subject area in year 1, that same subject area will be rolled out for grades 7 & 8 in year 2, along with the other subject area for grade 6 only, with grades 7 & 8 being rolled out in year 3. The cohort 2 schools will implement both ELA and Math for 6th grade in year 2, and rollout for grades 7 & 8 in year 3.

All cohort 1 schools, elementary and middle, will begin with a few lessons this spring which will incorporate some of the new curricular materials. The feedback will be used to guide professional development and training over the summer.

Those schools **not** implementing the new curriculum next year (year 1) will continue to provide high quality and engaging instruction aligned with the state’s college and career readiness standards. At the elementary level, the C 2.0 has been adjusted based on feedback from the curriculum audit. This includes improving foundational reading skills (phonetics and decoding), and exposing all students to on-grade level reading/texts. Students will be given anchor texts and will be assessed on grade-level texts. For students who are below grade level, their grades may be lower than they previously received. This possibility is being communicated to students and families.

Time for training and professional development is being built into the schedule for over the summer and throughout the following school year.