Child-Parent Center Preschool–3rd Grade Expansion Responsibilities for Curriculum Alignment Liaison

Responsibility	Time Required (Hours per year)
Weekly meeting with CPC Head Teacher *(if on staff)* for work on curriculum alignment activities	1 hour per week **(36)**
Monthly Meetings with PD Facilitators for classroom observations and coaching	3 hours per month **(30)**
Monthly Collaborative Leadership Team Meetings	3 hours per month **(30)**
Introduction to Facilitating the PD Modules	6 hours per module (A minimum of 2 per school year) **(12)**
Facilitating the PD Modules for teaching staff	3.5 hours per module (A minimum of 2 per school year) **(7)**
Conducting classroom observations related to each PD module and follow-up coaching conversations with teaching staff	2 hours (2 observations x 60 minutes per classroom per module) **(12)**
End-of-Year Transition Module	8 hours **(8)**
Total	**105 hours per year to support professional development (Approximately 10% of FTE per week)**

CPC P-3 Curriculum Alignment Plan   Year: _____

Site Name: _____ Date: _____

Curriculum Alignment Liaison: _____

Instructions: The Curriculum Alignment Liaison (CAL), in collaboration with the Head Teacher (HT) and Principal, should complete this plan. This will be the foundation for curriculum alignment from preschool to 3rd grade.

As described in the CPC guidelines, the *goals for the aligned curriculum component* are to:
1. Provide consistent and developmentally appropriate instructional practices throughout the early learning years.
2. Provide clear understanding to teachers, parents, and others of how to support learning in multiple domains at each stage of development.
3. Assess and monitor children's progress throughout the year.
4. Ease transition from one grade level to another.

The program requirements established to meet these goals are as follows:
- Implement a Curriculum Alignment Plan from preschool to 3rd grade that is aligned to standards, domains of learning, assessments, and learning activities.
- Provide a rationale for the Curriculum Alignment Plan including supplemental materials.
- Collaborate with the PRT to ensure that opportunities to engage families in student learning are available.
- Provide meaningful professional development and ongoing coaching and feedback for teachers, aides, and other staff members that will facilitate high-quality instructional practices.

Your site's Curriculum Alignment Plan is a key element of the preschool to 3rd grade alignment system.

A. NARRATIVE SECTION

Instructions: In this section, limit your answer to no more than 3 or 4 sentences. Additional information can be attached as an appendix.

A1. NAME(S) OF CURRICULA TO BE USED: (Example: *Creative Curriculum, Everyday Math, PBIS, and Blueprint*. Use "Teacher/District" if not a standardized curriculum.)

A2. CURRICULA RATIONALE: (Example Rationale: *School X uses evidence-based literacy, math and science curricula which have been proven to be appropriate for English Language Learners (74% of our student population are ELL). The curricula are aligned from kindergarten through 3rd grade and are informed by quarterly assessments of student learning.*)

A3. ASSESSMENTS: What child-level assessments are being used? How are the assessments aligned with the curricula? (Example: *The curriculum and assessment tools are published for the curricula and the assessment tools are developed and mandated by the district.*)

A4. EVIDENCE OF EFFECTIVENESS OF EACH CURRICULUM USED: (Include publisher and/or school district assessments.) (Example: *Our school uses Literacy Express published by Lakeshore Learning for oral language and print literacy development which has a "Positive Effects" rating of effectiveness on the* [*What Works Clearinghouse*](http://www.humancapitalrc.org)*.*)

Grade Level	Curriculum	Effect	Comments
Preschool			
K			
1st–3rd			

A5. CURRICULUM ALIGNMENT ACROSS GRADES: How is the school's curriculum aligned across grade levels? (Example: *The Preschool Early Childhood Workshop is aligned to Reader's and Writer's Workshop in K–3rd. Instructional strategies for reading are aligned preschool to 3rd grade.*)

A6. CURRICULUM ALIGNMENT IN SERIES: If the school's curricula for any subject area are part of a series, which grades are covered by each curricula? (Example: *CLI Blueprint is a literacy-focused curriculum that covers preschool through 3rd grade in our school.*)

A7. ALIGNMENT GAPS: Are there any gaps identified in curriculum alignment across the preschool–3rd continuum? If so, what concrete steps are you taking to address these gaps, especially from kindergarten to 1st grade? (Example: *Our school's preschool and kindergarten curriculum for literacy are not aligned so we are working to secure a common literacy curriculum across grade levels that is aligned with 1st through 3rd grades.*)

A8. SUPPLEMENTAL MATERIALS: Please list supplemental material(s) that your school is using and provide a rationale for using them. (Example: *We are using DLM-Math Express as a supplement to our math curriculum because we need improvement in this domain for our students.*)

A9. RECENT CURRICULAR CHANGES: Please list any curricular changes your school made in the preschool–3rd grades in the past year. (Example: *We began supplementing Everyday Math with math games in preschool.*)

B. CURRICULUM IMPLEMENTATION
Although curricular flexibility is a hallmark of the CPC P-3 program, effectiveness has been found to be influenced by a variety of instructional practices and approaches. Rate the extent to which your Center's curriculum includes the following approaches and activities (circle your response):

Rate the level of emphasis given to this approach or activity: Preschool

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	___
B4. Large-group activities	0	1	2	3	___
B5. Field trips	0	1	2	3	___
B6. Child-initiated activities	0	1	2	3	___
B7. Teacher-directed activities	0	1	2	3	___
B8. Interest centers	0	1	2	3	___
B9. Inquiry-based learning	0	1	2	3	___
B10. Socio-emotional learning	0	1	2	3	___
B11. Activity-based science	0	1	2	3	___

Rate the level of emphasis given to this approach or activity: Kindergarten

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	___

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B4. Large-group activities	0	1	2	3	___
B5. Field trips	0	1	2	3	___
B6. Child-initiated activities	0	1	2	3	___
B7. Teacher-directed activities	0	1	2	3	___
B8. Interest centers	0	1	2	3	___
B9. Inquiry-based learning	0	1	2	3	___
B10. Socio-emotional learning	0	1	2	3	___
B11. Activity-based science	0	1	2	3	___

Rate the level of emphasis given to this approach or activity: 1st Grade

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	___
B4. Large-group activities	0	1	2	3	___
B5. Field trips	0	1	2	3	___
B6. Child-initiated activities	0	1	2	3	___
B7. Teacher-directed activities	0	1	2	3	___
B8. Interest centers	0	1	2	3	___
B9. Inquiry-based learning	0	1	2	3	___
B10. Socio-emotional learning	0	1	2	3	___
B11. Activity-based science	0	1	2	3	___

Rate the level of emphasis given to this approach or activity: 2nd Grade

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A

	None	Low/Minimal	Medium/Sometimes	High/Often	Rank
B3. Small-group activities	0	1	2	3	___
B4. Large-group activities	0	1	2	3	___
B5. Field trips	0	1	2	3	___
B6. Child-initiated activities	0	1	2	3	___
B7. Teacher-directed activities	0	1	2	3	___
B8. Interest centers	0	1	2	3	___
B9. Inquiry-based learning	0	1	2	3	___
B10. Socio-emotional learning	0	1	2	3	___
B11. Activity-based science	0	1	2	3	___

Rate the level of emphasis given to this approach or activity: 3rd Grade

	None	Low/Minimal	Medium/Sometimes	High/Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	3	N/A
B3. Small-group activities	0	1	2	3	___
B4. Large-group activities	0	1	2	3	___
B5. Field trips	0	1	2	3	___
B6. Child-initiated activities	0	1	2	3	___
B7. Teacher-directed activities	0	1	2	3	___
B8. Interest centers	0	1	2	3	___
B9. Inquiry-based learning	0	1	2	3	___
B10. Socio-emotional learning	0	1	2	3	___
B11. Activity-based science	0	1	2	3	___

C. PROFESSIONAL DEVELOPMENT

Ease of Implementation	Significant Barrier(s)	A Few Barriers	No Barriers
C1. School staff members are available and communicative to PD facilitators.	1	2	3
C2. Appropriate accommodations are given for school staff members to deliver module content (e.g., classroom space, scheduling considerations).	1	2	3
C3. Adequate time is given for module delivery.	1	2	3
C4. Technological setup is adequate for module delivery.	1	2	3
C5. Printed and supplementary materials are available during module sessions.	1	2	3
C6. School staff members appear open and responsive to the PD process design (e.g. timeframe, group delivery style, facilitation).	1	2	3
C7. School staff members appear open and responsive to module content.	1	2	3
C8. School staff members appear open and responsive to module learning activities.	1	2	3
C9. School staff members appear open and responsive to coaching.	1	2	3
C10. School leaders support PD facilitators and classroom staff in implementation of PD activities.	1	2	3

C11. Which teachers will participate in the CPC P-3 professional development activities this year?

☐ Preschool teachers   ☐ Preschool teaching assistants

☐ Kindergarten teachers   ☐ Kindergarten teaching assistants

☐ 1st grade teachers   ☐ 1st grade teaching assistants

☐ 2nd grade teachers   ☐ 2nd grade teaching assistants

☐ 3rd grade teachers   ☐ 3rd grade teaching assistants

D. FUTURE PLANS

Instructions: The Principal, in collaboration with the CAL and HT, should complete this section.

D1. ALIGNMENT: Who will have leadership responsibilities for the alignment from preschool to 3rd grade? Please provide their names and contact information.

D2. ALIGNMENT GAPS:
- What needs to happen to align any gaps in curriculum from preschool to 3rd grade in your school this year?

- Who will participate in this alignment process?

D3. COMMUNICATION: How are you increasing communication between teachers across grade levels? For example, how are you increasing communication between kindergarten and 1st grade teachers?

D4. CHALLENGES: Describe any barriers to curriculum alignment from preschool to 3rd grade in your school. (Example of a barrier: *Inadequate time for professional development and alignment work.)*

Instructions: Once this Curriculum Alignment Plan has been completed, the HT, CAL, and Principal should sign the form below.

_____   **_____**
Signature of Head Teacher   *Signature of Principal*

_____
Signature of Curriculum Alignment Liaison

CPC P-3 Curriculum Alignment Plan   Year: _____

Site Name: ██████████████████████   **Date: 12/1/14**

Curriculum Alignment Liaison: ██████████████████

Instructions: The Curriculum Alignment Liaison (CAL), in collaboration with the Head Teacher (HT) and Principal, should complete this plan. This will be the foundation for curriculum alignment from preschool to 3rd grade.

As described in the CPC guidelines, the *goals for the aligned curriculum component* are to:
1. Provide consistent and developmentally appropriate instructional practices throughout the early learning years.
2. Provide clear understanding to teachers, parents, and others of how to support learning in multiple domains at each stage of development.
3. Assess and monitor children's progress throughout the year.
4. Ease transition from one grade level to another.

The program requirements established to meet these goals are as follows:
- Implement a Curriculum Alignment Plan from preschool to 3rd grade that is aligned to standards, domains of learning, assessments, and learning activities.
- Provide a rationale for the Curriculum Alignment Plan including supplemental materials.
- Collaborate with the PRT to ensure that opportunities to engage families in student learning are available.
- Provide meaningful professional development and ongoing coaching and feedback for teachers, aides, and other staff members that will facilitate high-quality instructional practices.

Your site's Curriculum Alignment Plan is a key element of the preschool to 3rd grade alignment system.

A. NARRATIVE SECTION

Instructions: In this section, limit your answer to no more than 3 or 4 sentences. Additional information can be attached as an appendix.

A1. NAME(S) OF CURRICULA TO BE USED: (Example: *Creative Curriculum, Everyday Math, PBIS, and Blueprint*. Use "Teacher/District" if not a standardized curriculum.)

Creative Curriculum (at the preschool level)
Treasures (K-3)
Everyday Math (preschool-3)
PBIS (preschool – 3)
Foss Science (K-3)
District 65 Writing (K-3)
District 65 Social Studies (K-3)

A2. CURRICULA RATIONALE: (Example Rationale: *School X uses evidence-based literacy, math and science curricula which have been proven to be appropriate for English Language Learners (74% of our student population are ELL). The curricula are aligned from kindergarten through 3rd grade and are informed by quarterly assessments of student learning.*)

███████████████████████████ enhances preschool students' school readiness by implementing the *Creative Curriculum System* curriculum which integrates language and literacy skills through units of study that encourage exploration and discovery. The curriculum is in English and Spanish. This curriculum is aligned with the Creative Curriculum assessment system that we use. Our classes also use the Phonological Awareness Literacy Screening (PALS) to monitor students' growth in the areas of 1) Name Writing, 2) Upper Case Letter Identification, 3) Lower Case Letter Identification, 4) Letter Sound Identification, 5) Beginning Sound Awareness, 6) Print and Word Awareness, 7) Rhyme Awareness. Parent activities that are aligned with the curriculum are one of the many ways we include parents and involve them in our school community.

██████████████████████ CPC enhances the beginning elementary language and literacy experience by implementing a balanced literacy program and uses Macmillan *Treasures* as a resource to support literacy development. Teachers use the assessments in the Illinois Snapshot of Early Literacy (ISEL) to monitor the development of foundational skills (Alphabet Recognition, Phonemic Awareness, Letter Sounds, Listening Comprehension, Developmental Spelling, and Vocabulary) that are aligned with the curriculum and also use the Developmental Reading Assessment (DRA) to monitor student growth in the integration of literacy skills and comprehension of continuous text.

██████████████████████ CPC enhances the mathematical foundation through the use of the Everyday Math program as well as Assessing Math Concepts. The Everyday Math program is used in our preschool – 3rd grade classrooms. Starting in first grade, unit tests provided in the Everyday Math program help teachers reflect on their teaching of the concepts in the unit as well as help teachers see which students need small-group intervention. AMC, Assessing Math Concepts, is a continuum of nine assessments that are formative, summative, and diagnostic, and pinpoint what a child knows and still needs to learn in mathematics. AMC is used in our K–2 grade classrooms. Teachers use the results from these assessments to pinpoint which students need support in mastery of a variety of basic number concepts.

Teachers then use lessons provided within AMC to provide Tier 2 instruction for identified students.

████████████████████████ was created to align with the Common Core standards as well as aligned grade level to grade level so that each grade level supports the next as students learn about different genres of writing. Teachers use a unit rubric to assess mastery of skills taught within each unit. Each grade level compiles certain writing pieces as well as rubrics that are then put into a portfolio and passed to the next grade level.

A3. ASSESSMENTS: What child-level assessments are being used? How are the assessments aligned with the curricula? (Example: *The curriculum and assessment tools are published for the curricula and the assessment tools are developed and mandated by the district.)*

At the preschool level, teachers use the assessments that are published by the curriculum *Creative Curriculum Gold.* The teachers also use PALS which is an assessment tool mandated for use by the district. The information is uploaded into the students' electronic file. The Head Teacher from the preschool also shares this information with all kindergarten teachers at the beginning of the year meeting when all kindergarten teachers are together.

At the elementary level, the teachers use ISEL and DRA which are assessment tools mandated for use by the district.

In math, teachers use the unit tests that are provided by Everyday Math at the end of each unit chapter. Teachers also use Assessing Math Concepts (AMC) in K–2 as our universal math screener.

Within the district, we have developed genre-specific rubrics to analyze students' writing at each grade level. In order to ensure inter-rater reliability, PDs are planned to collaboratively score student work in order to come to a consensus on student scores.

A4. EVIDENCE OF EFFECTIVENESS OF EACH CURRICULUM USED: (Include publisher and/or school district assessments.) (Example: *Our school uses Literacy Express published by Lakeshore Learning for oral language and print literacy development which has a "Positive Effects" rating of effectiveness on the [What Works Clearinghouse](#).)*

Grade Level	Curriculum	Effect	Comments
Preschool	Creative Curriculum – 5th Edition	The 5th Edition has yet to be reviewed by WWC	
Preschool	Everyday Mathematics	Positive Effects	
K–3rd	Treasures	Could not find on WWC	
K–3rd	Everyday Mathematics	Positive Effects	

In the 2013–2014 year, at the elementary grades, currently 72% of our 3rd grade students met or exceeded state standards in reading and 67% of the students met in mathematics.

- At ████████, 62% of 3rd grade students met or exceeded state standards in reading and 56% met or exceeded in mathematics.
- At ████████, 58% of 3rd grade students met or exceeded state standards in reading and 50% met or exceeded in mathematics.
- At ████████, 67% of 3rd grade students met or exceeded state standards in reading and 68% met state standards in mathematics.
- At ███████, 66% of 3rd graders met or exceeded state standards in reading, and 66% met or exceeded state standards in mathematics.

ISEL and DRA scores are used to demonstrate growth over time and effectiveness for literacy curriculum. Treasures by McMillan is used to support curriculum. The literacy curriculum is based on CCSS. For students who need small-group support in the area of literacy, we use Fountas and Pinnell's Leveled Literacy Intervention for grades K–3. We also provide intensive support to our most at-risk students in 1st grade in the area of literacy through Reading Recovery.

The effectiveness of Everyday Mathematics is demonstrated by students' success on MAP and ISAT and at the K–2 level. The unit assessments provided by Everyday Mathematics support teachers in ensuring that children are grasping math skills and concepts. The AMC tool is used to target instruction focusing on number sense in kindergarten through 2nd grade.

The results of the on-demand writing assessments are used to demonstrate the effectiveness of the district writing curriculum.

The effectiveness of the FOSS science curriculum is documented through student participation and observation.

A5. CURRICULUM ALIGNMENT ACROSS GRADES: How is the school's curriculum aligned across grade levels? (Example: *The Preschool Early Childhood Workshop is aligned to Reader's and Writer's Workshop in K–3rd. Instructional strategies for reading are aligned preschool to 3rd grade.*)

The preschool Creative Curriculum System continues to be aligned from preschool to K. Since the preschool curriculum uses integrated units of study, teacher modeling, and centers, it provides a "workshop-like" environment that aligns with the elementary model of balanced literacy including the use of reader's and writer's workshop. The preschool integrated units are designed to build vocabulary and content that is aligned to the elementary science and social studies units. The Everyday Math program is aligned preschool – 5.

With regards to science, 60% of the units that are being studied at the preschool level revolve around science. Here is a list of the units studied at the preschool level throughout the year: Trees, Farm to Table, Buildings, Reduce, Reuse, Recycle, and Life Cycles. In these units students learn to become close observers of the world around them. Math and literacy as well as other early learning essentials are embedded within these units of study. At the elementary level FOSS units are extended and distributed throughout the day. While there are formal lessons including hands on inquiry based lessons that occur in isolation at least twice a week, there are also many opportunities where science learning is embedded in reading, writing and math (eg, nonfiction/research unit of study in reading/writing, graphing in mathematics).

The writing curriculum has been aligned K-5 by our literacy director, ▓▓▓▓▓▓▓▓▓, as well as writing coach ▓▓▓▓▓▓▓▓▓.

A6. CURRICULUM ALIGNMENT IN SERIES: If the school's curricula for any subject area are part of a series, which grades are covered by each curricula? (Example: *CLI Blueprint is a literacy-focused curriculum that covers preschool through 3rd grade in our school.*)

Creative Curriculum System covers our preschool program. *Treasures* covers K-3. *Everyday Math* is used preschool through 5th grade.

A7. ALIGNMENT GAPS: Are there any gaps identified in curriculum alignment across the preschool–3rd continuum? If so, what concrete steps are you taking to address these gaps, especially from kindergarten to 1st grade? (Example: *Our school's preschool and kindergarten curriculum for literacy are not aligned so we are working to secure a common literacy curriculum across grade levels that is aligned with 1st through 3rd grades.)*

Our school's pre-kindergarten curriculum for literacy is being aligned with our elementary curriculum. We are providing professional development to bring teachers from preschool and K together to ensure curriculum alignment. A balanced approach to literacy across the grades already provides common language, skill development, and focus. The CPC Head Teacher and district literacy teachers/ coaches work together to provide a seamless support system for the alignment.

All other grade levels are aligned K-3.

A8. SUPPLEMENTAL MATERIALS: Please list supplemental material(s) that your school is using and provide a rationale for using them. (Example: *We are using DLM-Math Express as a supplement to our math curriculum because we need improvement in this domain for our students.)*

The literacy curriculum is based on CCSS. We provide supplemental services for students in reading using Direct Instruction for some students in grades K – 2 and Reading Recovery at grade one. For students with some literacy skills who need small group support at we use Fountas and Pinnell's Leveled Literacy Intervention kindergarten through 3rd grade.

The effectiveness of Everyday Mathematics is demonstrated by students' success on MAP and ISAT and at the K-2 level. The AMC tool is used to identify students who need supplemental instruction focusing on number sense in K-2. The tool gives activities that teachers can use to help students master these skills.

A9. RECENT CURRICULAR CHANGES: Please list any curricular changes your school made in the preschool–3rd grades in the past year. (Example: *We began supplementing Everyday Math with math games in preschool.)*

NA

B. CURRICULUM IMPLEMENTATION

Although curricular flexibility is a hallmark of the CPC P-3 program, effectiveness has been found to be influenced by a variety of instructional practices and approaches. Rate the extent to which your Center's curriculum includes the following approaches and activities (circle your response):

Rate the level of emphasis given to this approach or activity: Grade _ (Sample only)

	None	Low/Minimal	Medium/ Sometimes	High/ Often	Rank from 1–9 (1=most used strategy)
B1. Formal reading instruction	0	1	2	3	N/A
B2. Mastery of basic skills	0	1	2	**3**	N/A
B3. Small-group activities	0	1	2	**3**	_5__
B4. Large-group activities	0	1	**2**	3	_8__
B5. Field trips	0	1	2	**3**	_9__
B6. Child-initiated activities	0	1	2	**3**	_1_
B7. Teacher-directed activities	0	1	**2**	3	_6__
B8. Interest centers	0	1	2	**3**	_4__
B9. Inquiry-based learning	0	1	2	**3**	_2__
B10. Socio-emotional learning	0	1	2	**3**	_3__
B11. Activity-based science	0	1	**2**	3	_7__

C. PROFESSIONAL DEVELOPMENT

Ease of Implementation	Significant Barrier(s)	A Few Barriers	No Barriers
C1. School staff members are available and communicative to PD facilitators.	1	2	**3**
C2. Appropriate accommodations are given for school staff members to deliver module content (e.g., classroom space, scheduling considerations).	1	2	**3**
C3. Adequate time is given for module delivery.	1	2	**3**
C4. Technological setup is adequate for module delivery.	1	2	**3**
C5. Printed and supplementary materials are available during module sessions.	1	2	**3**
C6. School staff members appear open and responsive to the PD process design (e.g. timeframe, group delivery style, facilitation).	1	**2**	3
C7. School staff members appear open and responsive to module content.	1	**2**	3
C8. School staff members appear open and responsive to module learning activities.	1	**2**	3
C9. School staff members appear open and responsive to coaching.	1	2	**3**
C10. School leaders support PD facilitators and classroom staff in implementation of PD activities.	1	2	**3**

C11. Which teachers will participate in the CPC P-3 professional development activities this year?

X Preschool teachers   **X** Preschool teaching assistants

X Kindergarten teachers   **X** Kindergarten teaching assistants

X 1st grade teachers   **X** 1st grade teaching assistants

X 2nd grade teachers   **X** 2nd grade teaching assistants

X 3rd grade teachers   **X** 3rd grade teaching assistants

D. FUTURE PLANS

Instructions: The Principal, in collaboration with the CAL and HT, should complete this section.

D1. ALIGNMENT: Who will have leadership responsibilities for the alignment from preschool to 3rd grade? Please provide their names and contact information.

Assistant Superintendent – █████████
Literacy Coordinator – ████████████
STEM Coordinator – ██████████
Social Studies Coordinator – ██████████
Science Coordinator – ██████████
Principal – █████████

D2. ALIGNMENT GAPS:
*   What needs to happen to align any gaps in curriculum from preschool to 3rd grade in your school this year?

    In our district we have curriculum department coordinators/directors who work at the district level to align curriculum. Each curriculum department has a committee with teachers from each school in the district. Committee members work with staff members at their individual sights to ensure clear communication between the administration office and school staff members. Principals and Assistant Principals are also involved in ensuring that alignment of curriculum is visible in each classroom by frequently visiting and observing in classrooms.
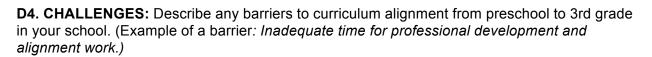
*   Who will participate in this alignment process?

    See D1.

D3. COMMUNICATION: How are you increasing communication between teachers across grade levels? For example, how are you increasing communication between kindergarten and 1st grade teachers?

This year our Instructional Leadership team, composed of teachers from various grade levels, is leading the entire staff through a self study on culturally responsive teaching practices which promotes discussions across grades on topics relevant to all teachers: school climate, classroom management and discipline, and curriculum and design. We have used this framework to unify staff around common programmatic issues and to also address problem solving school issues in collaborative teams. These meetings are conducted bi-monthly in teams made up of teachers from each grade level K-5.

An example of increased communication between K and 1st grade at █████ in particular is that during an upcoming staff meeting, the CPC Head Teacher, █████████, will lead groups of K-1st grade teachers through discussions of the implication of PARCC on instruction at primary grade levels. As a means of addressing school RTI grade level goals as per RTI Meeting on 11/20/14, kindergarten teachers will work along with first grade teachers during this meeting to create an interactive instructional charts that can be differentiated for each grade level. This chart will be used instructionally in small group instructional settings and independent center activities to facilitate growth in the comprehension skills needed for students' to retell stories with rich details and to make deep connections to text.

D4. CHALLENGES: Describe any barriers to curriculum alignment from preschool to 3rd grade in your school. (Example of a barrier*: Inadequate time for professional development and alignment work.)*

No perceivable obstacles exist. If anything, teachers may want additional time for vertical team work.

Instructions: Once this Curriculum Alignment Plan has been completed, the HT, CAL, and Principal should sign the form below.

_____   _____
Signature of Head Teacher   *Signature of Principal*

_____
Signature of Curriculum Alignment Liaison