

## Strategic Pathway 2: Transformative Curriculum

### Why: Shared Vision and Indicators of Progress

- Revised and expanded curriculum that is vertically and horizontally aligned and schedules to supports this
- Expanded curricular experiences outside of the school building and the school day
- Students with well developed skills
- Students with excellent global awareness and cultural competency
- Students with strong teamwork and complex problem-solving skills; students able to transfer knowledge to novel situations

### What: Big Idea\*

We will shift from content area silos to a connected curriculum that prepares students to transfer knowledge and thinking strategies across disciplines. Our commitment to this will drive scheduling. We will shift traditional structures in the school day and school year to flexible and fluid time periods that allow students to explore relevant content and interests without the barriers of class periods, walls or buildings.

**\*This Big Idea is based on Bold Statement of Strategic Intent 2:** LMSD offers a transformative interdisciplinary curriculum that is student-driven and fosters innovation and positive risk-taking. It transcends standards, is inquiry-based and connects the classroom to the world. Our curriculum encompasses diverse perspectives, promotes global awareness and makes use of culturally responsive teaching and learning practices. This dynamic, adaptable curriculum provides vertically and horizontally aligned curricular experiences, ensuring every student learns from the connections across subject areas and receives a comprehensive and balanced education. Subject material is relevant to the world our children will enter in college and as adults. Innovation is the rule and not the exception.

### How: Implementation Cycle

- **Phase 1-** Identify bright spots that already exist in the system related to this foundational shift; review research related to topics in the foundational shift (e.g. ask questions, read, dialogue and identify potential learning journeys)
- **Phase 2-** Study bright spots to determine the conditions that make them successful (e.g., conduct immersion experiences); propose prototypes based on analysis of research or observations from learning journeys, if applicable
- **Phase 3-** Introduce bright spots in a different setting; carry out prototypes; engage in professional learning
- **Phase 4-** Monitor, make adjustments/corrections and evaluate effectiveness of bright spots introduced in new settings and prototypes; engage in professional learning
- **Phase 5-** Expand bright spots and prototypes into wider practice; follow-up and expand professional learning to build capacity

<b>Strategy:</b> Expand curricular experiences outside of the school building and the school day	<b>Strategy:</b> Embed an inquiry-based process approach across curriculum; thinking within one discipline (e.g. historians or scientists) transfers to others	<b>Strategy:</b> Infuse literacy, science, technology, engineering, arts and mathematics across the curriculum in all grade levels	<b>Strategy:</b> Apply a social justice lens to themes in the curriculum	<b>Strategy:</b> Apply culturally proficient teaching and learning practices that help students to gain different types of capital	<b>Strategy:</b> Create incremental service learning opportunities for students leading to a year-long capstone project	<b>Strategy:</b> Create opportunities for all LMSD students to engage in learning with students from other cultures	<b>Strategy:</b> Develop flexible, fluid scheduling and calendars	<b>Strategy:</b> Provide professional learning opportunities
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### Metrics (continued on next page):

- A system of curriculum review that embeds incremental service learning opportunities, contextualizes why content matters and incorporates use of external experts and resources
- Educators' observable and documented growth in the classroom environment and instruction domains
- Student self-reflections of growth
- Student surveys and exit interviews at each level

- A system to increase opportunities for LMSD students to learn with students from other cultures
- A system of schedule review to determine how the schedule supports the goals of this plan
- Evaluations of professional learning