

Curriculum & Instruction – State of Division Report

Division:	<u>Curriculum & Instruction</u>
Department:	<u>Curriculum & Instruction</u>
Department Head:	<u>Paul Fetsko</u>

Staffing (08/09):

Cost Center Numbers for employees (list all that are applicable): 4401

	Number of Employees
Total Department:	<u>2</u>
Admin	<u>1</u>
Prof / Tech	<u> </u>
Instructional	<u> </u>
ESP	<u>1</u>

Budget Summary (without personnel) (08/09):

General Revenue Budget:	<u>\$5,586.00</u>
Federal Project Budget (specify)	<u> </u>
State Project Budget (specify)	<u> </u>

Department Summary:

1. Scope of Operations

- Oversee operations of Curriculum and Instruction Departments:
 - Alternative Education
 - Comprehensive Planning/School Improvement/Grants Mgmt
 - Elementary Education
 - ESOL
 - Evaluation Services
 - Exceptional Student Education
 - FDLRS/Westgate
 - Guidance/Counseling Services
 - High School Education
 - Media Services
 - Middle School Education
 - Psychological Services
 - School Choice
 - School Health Services
 - School Social Workers
 - Staff Development
 - Student Records
 - Title I
 - Workforce Education
- Meet with directors to discuss the following:
 - Operations
 - Problems or concerns
 - Initiatives
 - Development of cohesive programs of instruction
 - Adoption of curriculum, materials, and resources
 - Implementation of state mandates
 - Daily operation of the system and departments
- Provide leadership in the areas of:
 - Budgets
 - Staffing

- Collaboration with other agencies, entities, and divisions
- Scheduling extra curricular programs
- Enrollment
- FTE
- Board agenda items
- Implementation of system-wide programs and initiatives:
 - Start/end times
 - Consolidation/closures
 - Calendar development
 - Studer Principles
 - Training requirements
 - Software programs and instructional strategies
 - Provide data and information to DOE and US DOE
- Communicating the mission and vision of the district to all stakeholders
- Increase student achievement and learning opportunities
- All other duties/responsibilities as assigned by the Superintendent

2. Recent Efficiency / Cost Reduction Initiatives (08/09)

- Vacant positions:
 - Director of Elementary Education
 - Director of Elementary Language Arts Specialist
 - Director of Evaluation Services
 - Director of Staff Development
- Reduction of sparsity units
- Percentage cuts to department budgets
- Staffing allocation revisions/reviews to align positions to SACS standards
- High school teaching assignments “6 of 7”
- See individual departments for details of specific efficiencies/cost reductions

3. Successes (last 4 years – 2004 – 2008)

- Increased proficiency in academic areas
- District-wide implementation of the Continuous Improvement Model (CIM)
- Role outs of district initiatives for:

· Electronic Grade Book	· SREB
· Performance Pathways	· Subject Area Exams
· RtI	· SuccessMaker
- Academic Team accomplishments
- See individual departments for details of specifics

4. Department Short Term Goals (to be accomplished by the end of 2008 – 2009)

- Removal of Differentiated Accountability schools from sanctions
- Hardwire Studer principles of “Thank you’s, Rounding, and LDIs” at meetings
- Role out “Standards of Behavior” for the district
- Establish Curriculum and Instruction web page with links to C&I departments
- Reorganize and/or consolidate to save funds
- Decrease/eliminate “D” and “F” schools

5. Department Long Range Goals (specify time line)

- Develop SOPs for all departments by end of 2010/2011
- Establish a system to track required training for all new hires by June 2010
 - Classroom Management · CWT
 - CIM · Studer
- Be able to offer gifted classes at all sites in content areas by June 2011
- Double the number of rigorous courses available and enrolled in at secondary levels by June 2012
- Develop an elementary World Languages Program at the new elementary site by August 2010 (if school is opened by that date)

6. Major Challenges for Department

- Budget limitations
- Highly prepared/qualified instructors
- Meeting AYP requirements
- Closing the Achievement Gap
- Standardized/accepted belief for rigorous expectations
- Efficient schools – both financially and instructionally