Curriculum Review Cycle

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Page 3 - Introduction

The goals of the curriculum review cycle are to:

· Provide equal access to high quality curriculum across district schools and programs, ensuring equity for all district learners.

· Ensure the curriculum and resources reflect the skills and habits of 21st century learners.

· Respond to change – social, technological, economic and political – in a timely and thoughtful manner, grounded in research.

· Recognize and honor diversity.

· Engage, motivate and empower each student through personal instruction creating shared ownership of learning.

· Ensure safe, inclusive learning environments, and encourage diverse perspectives through engagement, innovation and creativity.

The Minnesota K-12 Academic Standards define expectations for the educational achievement of public-school students across the state in grades K-12. In accordance with the Minnesota Department of Education (MDE) directive, local standards for subjects that do not have state standards have been identified. Standards serve as the cornerstone for teaching and learning expectations across 833, identify knowledge and skills students should know and be able to do, and help define credit requirements for graduation. State standards are revised on a schedule approved by the Minnesota Legislature and will guide the resource review, adoption and implementation cycle.

Page 4 - Key Terms and Understanding

Definition of Curriculum

- Grade level standards that must be taught by teachers and mastered by students.
- Professional development that clearly explains the why, what and how.
- A scope and sequence that is established for the year, taking into consideration the content and pacing of the benchmarks.
- Materials and resources needed to engage students in learning.
- Evidence of student learning, which will include formative and summative assessments.

Specialized District Programs

Specialized district programs include; Gateway (Grades 3-5), Spanish Immersion (K-12), Multi-Age (K-5), and International Baccalaureate (IB – Park High School). Specialized programs are not considered separately in the Review Cycle and are infused in the process.

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Page 4 - Curriculum Cycle Overview

Curriculum Cycle Overview
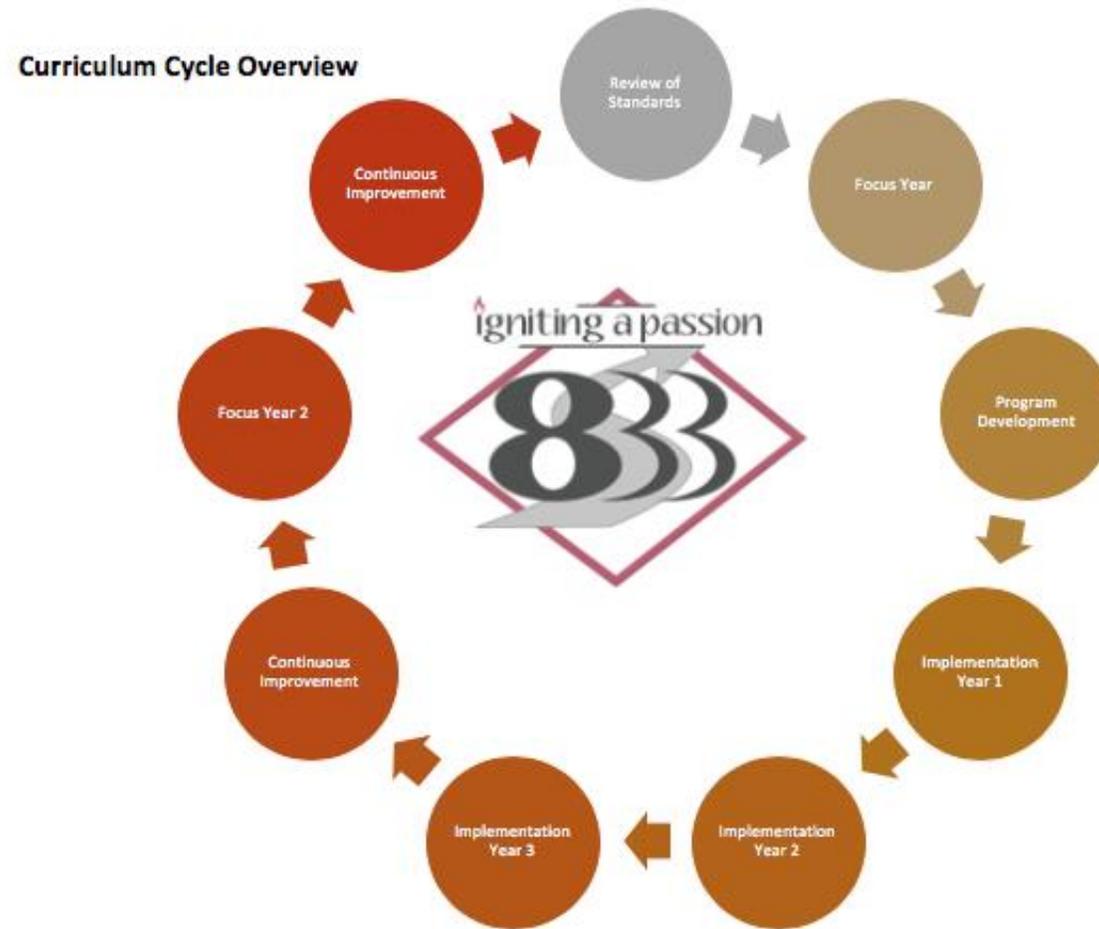
Page 5 - Focus Year

Through a District led process, a representative team will evaluate the scope and sequence of the standards-based instruction documents. This evaluation process includes: establishing a representative Content Curriculum Review Team (CCRT); release time to review standards and benchmarks including district alignment of courses and content, horizontal and vertical alignment, and common assessments and collections of evidence. The Content Curriculum Review Team will also utilize student evidence, along with standards and benchmarks, to conduct a gap analysis and begin researching current best practices and resources needed in order to provide equal access to high quality curriculum across district schools and programs, ensuring equity for all district learners.

Objectives for Focus Year:

· Establish CCRT

· Establish vision, mission and desired profile of an 833 student

· Review Standards-Based Instruction (SBI) Documents

· Evaluate current instructional practices and resources, and identify gaps

· Research Best Practices and resources

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Page 6 - Program Development

The CCRT will continue review of the findings from the Focus Year and extend research of best practices to schools and/or districts that show data success in this curricular area. A final draft of the <u>standards-based instruction documents</u> will be used to contrast current materials, supplemental resources and special equipment against needs. Content Curriculum Review Teams will <u>evaluate resource samples</u> and explore technology integration as it relates to curriculum instruction, assessments and digital literacy. Resources will be selected for a pilot and pending results from the pilot, curriculum resources will be selected for adoption. Purchasing decisions will be finalized based on best practice, student achievement data, and findings from the curriculum review process. Curriculum <u>Implementation Maps</u> will be created, and professional development plans will be developed to outline the training and time needed to systemically implement the newly adopted curricular program.

Objectives for Program Development:

· Extended research of best practices and resources through site visits and resource review

· Evaluate Resource Samples

· Pilot Materials

· Make a curriculum resource recommendation

· Prepare for curriculum adoption

Page 7 - Systemic Implementation Year 1

Upon adoption of a new curriculum resource, all teachers are expected to implement the new materials and resources with fidelity as mapped and scheduled by the CCRT. Principals will participate in a Fidelity Check PLC to document successes and challenges throughout the first year. Based on the Concerns Based Model of Implementation, teachers will participate in an Implementation Survey and Levels of Use Survey. Implementation Maps and Standards Based Instruction documents (pacing guides, scope and sequence, success criteria) will be examined for adjustments based on the new resource. At the end of the Systemic Implementation Year 1, a comprehensive evaluation of student learning will be conducted and analyzed.

Objectives for Systemic Implementation Year 1:

- Professional Development for all teachers implementing the new resource

- Principal observations and monitoring for fidelity of implementation

- Teacher Feedback Loop regarding the implementation

- Adjusted SBI Documents

- Review of program effectiveness through student data

Pages 8-9 - Implementation Years 2 & 3

In year two of implementation, teachers and administrators will continue to gather evidence of student learning, monitor the scope and sequence, and make recommendations to adjust corresponding SBI documents. Teachers will participate in an Implementation Survey and Levels of Use Survey, in addition to reporting successes and challenges to administration. Student data will be monitored throughout the year, guiding any change in the SBI documents.

Objectives for Systemic Implementation Year 2:

· Continued Professional Development

· Principal observations and monitoring

· Teacher Feedback Loop regarding the implementation

· Adjusted SBI Documents

· Review of program effectiveness through student data

In year three of implementation, teachers and administrators will continue to gather evidence of student learning and provide individual professional development for teachers. Teachers will participate in an Implementation Survey and Levels of Use Survey, in addition to reporting successes and challenges to administration. Student data will continued to be monitored throughout the year.

Objectives for Systemic Implementation Year 3:

· Individualized Professional Development

· Principal observations and monitoring

· Teacher Feedback Loop regarding the implementation

· Review of program effectiveness through student data

Page 10 - Continuous Improvement (PLCs)

The purpose of the Professional Learning Community (PLC) is to continually review standards/benchmarks and student learning, to develop a new and deeper understanding of their students' needs and intentionally apply this new knowledge to raise student achievement.

A Professional Learning Community (PLC) is a group of teachers, who meet regularly as a team to:

- study data to analyze current levels of achievement based on standards.
- set achievement goals, identify and clarify essential and valued student learning,
- align instruction.
- clarify state standards, develop common formative and summative assessments,
- share strategies.
- research best practices.

The expectation is that this collaborative effort will produce ongoing improvement in student achievement for all learners. In order to achieve these goals, members of the PLC need to define and answer these essential questions:

- What is it we want all students to learn?
- How will we know when each student has mastered the essential learning?
- How will we respond when a student experiences difficulty in learning?
- How will we deepen the learning for students who have already mastered essential knowledge and skills?

Expectations of Professional Learning Communities:

- Focus on student learning
- Meet *at least* twice a month
- Align work to the School Improvement Plans, ATPPS Building and Individual Goals, and the South Washington County Schools' Strategic Plan
- Focus on data driven discussions
- Develop action plans based on student needs
- Reflect on student work and/or summative and formative assessments
- Record progress made towards goals throughout the school year

Page 11 - Focus Year 2

Through a District led process, a representative team will re-evaluate the scope and sequence of the standards-based instruction documents. This evaluation process includes: establishing a representative Focus Year 2 Team (FY2T); release time to review standards and benchmarks including district alignment of courses and content, horizontal and vertical alignment, and common assessments/collections of evidence; and reviewing student data as it relates to the desired profile of an 833 student (creating in FY). The FY2T will make recommendations for any changes to the SBI documents and identify any supplementary resources needed to implement changes.

Objectives for Focus Year 2:

· Establish FY2T

· Re-Evaluate SBI Documents

· Evaluate current instructional practices and resources, and identify gaps

· Research Best Practices and resources

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Page 12 - Curriculum Review Schedule

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Language Arts	CI	MDE Standard Revision	6-12FY	K-5FY	K-5 P	K-5 SIY1	K-5 SIY2	K-5 SIY3	FY2
				6-12 P	6-12 SIY1	6-12 SIY2	6-12 SIY3	6-12 CI	
Math	K-2 SIY1	K-2 SIY2	K-2 SIY3	MDE Standard Revision	K-2 CI	K-5 CI	K-5 CI	K-5 CI	K-5 CI
	3-5FY	3-5 SIY1	3-5 SIY2		3-5 SIY3				
	6-12 CI	6-12 CI	6-12 CI		6-12 FY	6-12 P	6-12 SIY1	6-12 SIY2	6-12 SIY3
Science	MDE Standard Revision	6-12 FY	K-5 FY	K-5 P	K-5 SIY1	K-5 SIY2	K-5 SIY3	FY2	CI
			6-12 P	6-12 SIY1	6-12 SIY2	6-12 SIY3	6-12 CI		
Social Studies	CI	CI	MDE Standard Revision	K-12 FY	K-12 P	K-12 SIY1	K-12 SIY2	K-12 SIY3	FY2
World Languages	CI	FY2	CI	CI	Standard Review	FY	P	SIY1	SIY2
Physical Education	FY	CI	CI	CI	FY2	CI	CI	CI	Standard Review
Art and Music	CI	CI	CI	FY2	CI	CI	CI	Standard Review	FY
Health	CI	K-5 CI	K-5 FY	K-5 P	K-5 SIY1	K-5 SIY2	K-5 SIY3	FY2	CI
		6-12 FY	6-12 P	6-12 SIY1	6-12 SIY2	6-12 SIY3	6-12 CI		
CTE/CCR	CI	CI	CI	FY2	CI	CI	Standard Review	FY	P
Media	CI	CI	CI	Standard Review	FY	A	SIY2	SIY3	CI
SEL (K-5)	CI	FY	SIY1	SY2	SIY3	CI	CI	CI	CI
STEM (6-12)	CI	FY	P	SIY1	SIY2	SIY3	CI	FY2	CI

KEY:

FY	Focus Year for Standard Review and Research	SIY3	Systemic Implementation Year 3
P	Program Development	CI	Continuous Improvement
SIY1	Systemic Implementation Year 1	FY2	Mid-Cycle Focus Year
SIY2	Systemic Implementation Year 2		

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Page 13 - Summary of Budget and PD

When a program is in the Systemic Implementation Year 1 of the Curriculum Review Cycle, significant financial resources will be planned for and allocated based on available funds.

At any point during the Cycle, resource requests may be made to District TLS. Allocations will be made based on review of need, readiness and support for implementation, and available funds.

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Budget	K-2 Math	3-5 Math	K-5 SEL	6-12 Science Health STEM	K-5 Science Health 6-12 ELA	K-5 ELA K-12 SS	6-12 Math	World Language	
Focus Year 1 K-5	3-5 Math	SEL	Science Health	ELA Social Studies	Media				Art Music
Focus Year 1 6-12	PE	Science Health STEM	ELA	Social Studies	Math Media	World Language		CTE/CCR	Art Music
Focus Year 2		World Language		Art Music		PE		Science Health	ELA Social Studies

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Page 13 - Contact Information

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Questions?