

Content Review ¹	Continuous Improvement	2009-10 MS Math	2010-11 Science E & HS math	2011-12 Elementary Math	2012-13 MS Science HS Math, ELA	2013-14 Social Studies	2014-15
Phase 1	Awareness & Study --Needs Assessment --Communication plan	Math (Elem), PE, Health	FACS, Business; English/ Language Arts (HS)	Social Studies, Science Physics; FACS, Business;	IB and AP Courses Reading (E) MCA-III 3-8		Fine Arts, Media
Phase 2	Alignment --Framework Comm. --Curriculum maps --PLC --Evaluation of Materials	Science (E); English/ Language Arts (MS); Math (HS)	Science (Chemistry); Math (E), PE, Health (MS/HS)	Science (MS); AP Biology Math HS English/ Language Arts (HS)	FACS, Business; Social Studies, Health Science Physics		
Phase 3	Implementation	Science (Biology); STEM, World Lng., Math (MS)	Science (E); English/ Language Arts (MS); Math HS	Science (Chemistry); Science (Grade 9) Math(E), PE, & Health, EL-WIDA & Access*	Science (MS); FACS, Business; English/ Language Arts (HS); Math HS*	Science Physics Social Studies MS/HS, Health	Social Studies (E),
Phase 4	Refinement	Fine Arts, Media	Science (Biology); STEM, World Lng., Math (MS)	Science (E); English / Language Arts(MS); Math (HS)	Science (Chemistry); Science (Grade 9) PE, Math (E); Music; EL-WIDA & Access*, Music,	Science (MS); FACS, Business; English/ Language Arts (HS); Music, EL-WIDA & Access*	Science Physics Social Studies,
Phase 5	Continuous Improvement --Plan, Do, Study, Act --Assess & Adjust at site level --Link with District Expectations & Maps.	Reading (Elem)	Reading (E), Fine Arts, Media; Health (E)	Science (Biology); Reading (E); Math (MS); Fine Arts, Media STEM, World Lng.	Science (E); Math (MS/HS) Fine Arts, Media, STEM, World Lng., English/ Language Arts (MS)	Science (Chemistry); Science (Grade 9) PE, Health, STEM, World Lng., Fine Arts, Media; Math (E/MS/HS)	Science (MS); ELA (HS); Music, EL-WIDA & Access*

¹ English Language Learning: WIDA and ACCESS testing simultaneously implemented in 2011-12 year. How should the Gifted & Talented program, and Special Education be addressed within this matrix?

Resources Elem		Science Hands on Materials and Kits; Shared Reading materials	Elem Science Text G5, Pending Review, Balanced Literacy Book Rooms; spelling	Possible: Elementary Math Text, HS Text. Elem Music			
Resources MS		Math Glencoe Series, STEM, English	English, World Lng.	English			
Resources High School		Science Biology, ELL & Special Education	STEM, IB, 6*3, World Lng.	Chemistry			

Table 1 High School Schedule changing to 6*3 off Block Schedule in 2010-11 unique one-time challenge & expense

South Washington County Schools

Content Subject Area Review Phases

Content Review

- *Phase 1*
- *Phase 2*
- *Phase 3*
- *Phase 4*
- *Phase 5*

Continuous Improvement Cycle

- Awareness & Study
- Alignment & Development of intended curricula
- Implementation & Professional Development
- Refinement: Assess & Adjust
- Continuous Improvement

Phase 1: Year 1 Awareness and Study, Best Practices, Trends, and Current Practices

Establish and refine a **Guiding Principles Document** (see English/Language Arts [Literacy Guiding Principles](#)).

Presently, the Federal Government is engaged in developing and receiving feedback on the proposed '[Common Core](#)' standards in the areas of English-Language Arts, Writing and Mathematics. This national work will influence and impact both our state and [local practices](#). The [Minnesota Department of Education](#) provides information on the current state standards, review cycle, and links to state-wide assessments. [[State Standards Revision Schedule](#)]

- Needs Assessment and summation. This document sets the foundation on which committee work and decision points will be based. This document will address **current practices** within the South Washington County Schools (i.e., implemented curriculum) and compare current student performance outcomes in relationship to both **internal and external expectations**. In addition, international, national, and local trends shall be reviewed to ensure appropriate context and focus of our E-12+ programming is sufficient to meet current and future needs.
 - Conduct and complete a **Gaps Analysis**² between expected and implemented curriculum, as well as between expected outcomes and present performance.
 - Develop recommendations on what should leave the system, remain in the system, or be added to the system in the areas of curriculum development E-12+.
 - Address the impact on the **High School Program of Study**.
- Communication & Dissemination plan, and Vetting process. Presently within the South Washington County Schools three ongoing committees are established in the areas of: English/Language Arts, Math, and Science K-12 Framework committees.
 - In addition, elementary, middle school, and high school content areas are represented within each building and grade level through various structures (e.g., site team, career ladder positions, coaches, department chairs, and DSN representation).
 - Beyond internal structures, Teaching and Learning Services engages the community through an ongoing **Community Advisory Committee**, annual report to the community, newsletters, and the district website.

² GAPS Analyses will also include overlaps and redundancies that are identified within the system.

- An internal and external communication plan will be devised to cover the broad overview of the curriculum review process.
- Feedback obtained through these communication outlets and interactions will be used to frame the summation and recommendations of the **Needs Assessment Documentation**.
- A content review matrix by content area (**see page 1**) will be published and shared on an annual basis.

Phase 2: Year Two--Standards & Curricular Alignment, and Development of intended curricula

- Core Framework committee work will examine E-12+ standards and develop a process of engaging staff in awareness and understanding of state grade level standards.
 - Horizontal and Vertical Alignment checks for understanding will occur through centralized district work under the direction of Teaching and Learning Services Content Specialists.
 - Additional localized building level site work will occur under the direction of principals or designee³. This process will be maintained during **phase 5** as a method of ensuring that ongoing maintenance of effort and alignment to curricular standards remains in place.
- Course & Curriculum Mapping Principles of **Understanding by Design** will be used throughout the South Washington County Schools as a method of engaging teachers system-wide within their respective curricular areas.
 - Creating consensus and district-wide understanding around horizontal alignment --what occurs for a student within an academic year & universally throughout the district across sites at the same grade level -- as well vertical alignment --that encourages teachers to understand the full spectrum of the developmental range of the skills and competencies that come prior to and after a specific grade level. That is, beyond knowing and understanding only the current developmental expectations for the grade level taught.
 - Teachers will be provided with professional development and curricular templates to assist in grade-alike, and content-alike documentation that occurs at the site level and will include:
 - Subject area, Course, and Grade level
 - Essential Questions (c.f., Heidi Hayes Jacobs) using calendar mapping.
 1. What do we want students to know?
 2. How will we know, How do we check for understanding? What should students be able to do so that they can demonstrate learning, knowledge and understanding?
 - Articulate both formative and summative methods.
 3. What will we do if students do not demonstrate expected learning levels by grade level, content area, and time of year?

³ Secondary curricula become increasingly complex and specialized and may need additional participation of principal designees.

4. What will we do if students ALREADY demonstrate expected learning?

- Focus of Professional Learning Committees (PLC). Staff will identify periodic agreed upon points of contact where discussion, dialogue and review of student work will occur so that an evaluation on the current student outcomes can be compared with grade level expectations, pacing, and alignment to standards.
- Evaluation of materials, resources, and text books. Concurrent review and field testing of materials, resources and text books may occur during phase 2, year two in preparation of district-wide implementation based on standards work. Resource allocations and book adoptions are based on July 1 budget allocations following an 'x⁴' year rotating cycle to refurbish and keep current the materials students and teachers access on a daily basis.

Phase 3: Year 3 Implementation and Professional Development

- Professional Development: End of Year (June of previous year) and Beginning of year professional development activities are established to support administrators and teachers to be successful with the implementation of the Curriculum Package for the upcoming year.
- Conduct Feedback Loops: Formalized Mid-and-End of Year Surveys will be conducted to identify areas of additional support, clarifications, or 'gaps' in relationship to expected delivery v. actual delivery of curriculum across the district. Informal checks will be done by administrators, content specialists and ongoing Administrative and Teacher Level meetings will provide avenues for monitoring of implementation. In addition, the Teaching and Learning Community Advisory Committee will be kept abreast of the implementation plan throughout the year.
- Curriculum Writing & PLC Work Continues. Content specialists and teachers will meet throughout the year to engage in the refinement of Curriculum Maps developed during year 2.

Phase 4: Year 4 Refinement

- Implementation, Evaluation, and Staff Development continue to be ongoing.
- State and local assessment student level performance data are examined.
 - Revisions are based on outcome of student performance and teacher feedback.

Phase 5: Year 5 through xx⁵ with a return to phase 1--Continuous Improvement Model , Assess and Adjust

- Maintenance of Implementation Effort: **Plan, Do, Study, Act** cycle of continuous improvement continues. Assess and adjust **at school level** throughout the district.
- Ongoing evaluation on student outcomes
- Site level improvement plans in relationship to district expectations continue.
 - Goal Areas are identified
 - Historical Trend data and annual outcome targets established.
 - Status and Growth are acknowledged

⁴ Edina Public Schools follows an eight-year loop to upgrade curricular materials.

⁵ Stillwater follows a two-cycle 5 year loop with resources purchased during second cycle to stay current.

- Action plans include PLC site expectations and RtI⁶ methods as well as local professional development needs directly aligned to site goals and current status.
- District level reporting on status and growth shared with sites and community on an annual basis.

⁶ RtI: **Response to intervention**. It would be unacceptable by Jan 2011 for any site not to have established a process by which student performance in the 'core curriculum' could be assessed, students in need of additional support identified, targeted programming to meet student needs employed, and the ability to monitor student progress on an ongoing basis, and to adjust services based on a review of progress monitoring data.

Executive Summary of Curriculum Review Cycle.**South Washington County Schools****Content Subject Area Review Phases****Content Review**

- *Phase 1*
- *Phase 2*
- *Phase 3*
- *Phase 4*
- *Phase 5*

Continuous Improvement Cycle

- Awareness & Study
- Alignment & Development of intended curricula
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Phase 1: Year 1 Awareness and Study, Best Practices, Trends, and Current Practices

- Needs Assessment and summation.
 - **current practices** within the South Washington County Schools (i.e., implemented curriculum) and compare current student performance to both ***internal and external expectations***.
 - **Intended Curriculum**
 - **Implemented Curriculum**
 - **Assessed Curriculum**
 - **Learning from the curriculum**
- Communication & Dissemination plan, and vetting process.
 - Articulated dissemination plan will be tied to each review process to include administration, staff, school board, and the community.

Phase 2: Year Two--Standards & Curricular Alignment, and Development of intended curricula

- Framework committees in English/Language Arts, Math, and Science will examine E-12+ standards and develop a process of engaging staff in awareness and understanding of state grade level standards.
 - Horizontal and Vertical Alignment checks for understanding will occur under the direction of Teaching and Learning Services Content Specialists.
- Course & Curriculum Mapping
 - Using principles of ***Understanding by Design*** as a method of engaging teachers system-wide within their respective curricular areas.
 - Moving toward district-wide understanding:
 - horizontal alignment --what occurs for a student within an academic year & universally throughout the district across sites at the same grade level -- as well
 - vertical alignment --that encourages teachers to understand the full spectrum of the developmental range of the skills and competencies that come prior to and after a specific grade level.
 - Essential Questions (c.f., Heidi Hayes Jacobs) using calendar mapping.

1. What do we want students to know?
 2. How will we know, How do we check for understanding? What should students be able to do so that they can demonstrate learning, knowledge and understanding?
 - o Articulate both formative and summative methods.
 3. What will we do if students do not demonstrate expected learning levels by grade level, content area, and time of year?
 4. What will we do if students ALREADY demonstrate expected learning?
- Focus of Professional Learning Committees (PLC).
 - Evaluation of materials, resources, and text books.

Phase 3: Year 3 Implementation and Professional Development

- Professional Development.
- Conduct Feedback Loops.
- Curriculum Writing & PLC Work Continues.

Phase 4: Year 4 Refinement

- Implementation, Evaluation, and Staff Development continue to be ongoing.
- State and local assessment student level performance data are examined.
 - o Revisions are based on outcome of student performance and teacher feedback.

Phase 5: Year 5 through xx with a return to phase 1--Continuous Improvement Model , Assess and Adjust

- **Plan, Do, Study, Act** cycle of continuous improvement continues.
- Assess and adjust **at school level** throughout the district.
- Ongoing evaluation on student outcomes
- Site level improvement plans in relationship to district expectations continue.