

INDEPENDENT SCHOOL DISTRICT 719
PRIOR LAKE - SAVAGE AREA SCHOOLS**603 CURRICULUM DEVELOPMENT****I. PURPOSE**

As per MN statute, school districts must adopt annually a written policy that directs action on the following:

- District goals for instruction including the use of best practices; district and school curriculum, and achievement for all student subgroups;
- Process for evaluating each students' progress toward meeting academic standards and identifying strengths and weaknesses of instruction and curriculum affecting students' progress;
- System for periodically reviewing all instruction and curriculum;
- Plan for improving curriculum, instruction, and student achievement; and
- Education effectiveness plan that integrates including education effectiveness processes and integration of instruction, curriculum, and technology.

The school board has established district-wide goals in its Strategic Plan. Staff will incorporate into these goals the graduation requirements and education standards contained in the Minnesota Academic Standards and the World's Best Work Force. Instructional improvement goals will be developed annually through the teaching and learning office based on the goals in the district strategic plan and data collected in curriculum review.

II. DEFINITION

- A. Continuous Improvement: A process in which programs are reviewed on a continual rather than intermittent basis.
- B. Best practices: Practices for curriculum and instruction that are recommended in educational literature and research.
- C. Student subgroups: There are 8 student subgroups that are tracked by MDE: Limited English Proficient; Special Education; and Free/Reduced Priced Lunch.
- D. Academic standards: Minnesota's state standards.
- E. District Curriculum Advisory Committee (DCAC): Advisory committee on topics relative to curriculum, instruction & assessment.

III. GENERAL STATEMENT OF POLICYCurriculum and Instruction: Plan for Continuous Improvement

District 719 has a responsibility to provide for the instructional needs of students enrolled in the district and to articulate a district curriculum. District 719 will involve residents, the Board of Education, students and professional staff in the review of curriculum. Significant characteristics of this curriculum improvement plan include the following:

- A. Legislative changes pertaining to curriculum will be reviewed and acted upon annually.
- B. Minimal requirements of the Minnesota Department of Education and the state legislature will be met and exceeded whenever fiscally possible.

- C. Curriculum planning will meet statutory requirements.
- D. Minnesota Academic Standards and/or National Standards shall be a focus within each evaluation cycle.
- E. The continuous improvement process will allow for changes in the curriculum outside of the review timeline when necessary as per state or federal mandates.
- F. Comments and advice will be sought from parents, students, teachers, and members of the community.
- G. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners and teachers providing comprehensive, scientifically based reading instruction consistent with law.

Guidelines

The purpose of the Prior Lake-Savage Area Schools curriculum continuous improvement process is to facilitate high achievement for all learners by continuously improving the quality and articulation of the learning experiences we deliver. Through ongoing study and evaluation of our system we align classroom assessment, instruction, and feedback practices aimed at high student achievement.

This framework provides a structure for professional practice that is used by staff to engage and motivate all learners to acquire, practice, and apply their learning in varied and meaningful contexts. In order to support teachers in this work, the Prior Lake-Savage Area Schools are committed to engaging staff in high-quality, ongoing, embedded professional learning and providing up-to-date instructional resources that reflect evidence-based best practice.

Elementary and secondary programs will be evaluated through a Continuous Improvement Process. The programs to be included are:

- A. English/Language Arts
- B. Mathematics
- C. Social Studies
- D. Science
- E. Music
- F. Art
- G. Physical Education
- H. Health
- I. Computer Science
- J. World Languages
- K. Applied Academics:
 - Career Education
 - Technology Education
 - Business Education
 - Family and Consumer Science

Implementation and Monitoring Continuous Improvement Process

A. REVIEW CYCLE

All District 719 curriculum and instructional programs will be scheduled on a continuous improvement cycle. A summary of activities in each year in the review cycle follows. A more detailed outline of curriculum review activities is available from the office of the Director of Teaching and Learning.

Phase One: Research Best Practices/Study Current Practices

The purpose of year one will be to engage in an in-depth study of the current program and

determine its overall effectiveness. Community and staff input will be sought. Teams of teachers will examine current best practice in curriculum, instruction and assessment. Based on the results of the study, the teacher teams, with assistance from the District Curriculum Advisory Committee (DCAC), will identify strengths and needs of the existing program and develop a vision for future planning and subsequent programming.

Phase Two:-Development of Intended Curriculum

Teacher teams that include grade level and department representatives from the content area under review will identify the knowledge, skills, and abilities students need to know, be able to do, and act upon. They will review current goals and objectives and determine new program outcomes. They will adjust the K-12 scope and sequence as needed and author written standards and benchmarks, thereby completing part one of the curriculum framework. Teacher teams will select materials to implement the revised curriculum and plan for purchasing. In their search for materials, teams will invite representatives from special education, Synergy, English Language Learners, and media specialists to assist. When making the selection, the team will discuss how to integrate technology and ensure that the new curriculum and materials are culturally sensitive and nondiscriminatory. Teams will plan professional development activities to ensure that proper training and support are provided relative to the new curriculum. A summary of the report will be disseminated through reports aligned with the district's system of core and priority work and the World's Best Work Force Report.

Phase Three: Professional Development & Implementation of Taught and Assessed Curriculum

The purpose of phase three will be to implement the new curriculum and provide professional development for staff. Teams will recommend grouping strategies, identify how to accelerate and remediate students, and address issues relating to subgroups. Reporting criteria to be included and an evaluation plan will be generated. The district will utilize standardized test data as well as classroom assessments to evaluate curriculum and instruction. Tools and supports for parents will be developed.

B. EVALUATION PROCEDURES

The district shall periodically seek feedback from constituents about the level of satisfaction with school and include these results in the World's Best Work Force Report.

C. DISTRICT CURRICULUM ADVISORY COMMITTEE (DCAC)

As per MN statute, the district is required to have an advisory committee that actively participates in the process of reviewing and improving curriculum and instruction. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

1. Membership

The district committee membership roster will consist of:

- a. An elementary principal, a secondary principal or assistant principal, Director of Teaching and Learning and the Assistant Superintendent
- b. Parent and/or community representatives.
- c. One member of the Board of Education.
- d. One elementary, one middle school and one high school teacher representatives from content areas under review.

- e. student representative(s) as appropriate or identified
- 2. Meeting Time
 - a. The District Curriculum Advisory Committee will meet a minimum of 4-6 times per year from October to April
 - b. Meeting dates will be set in September
 - c. A public hearing may be scheduled by the committee in order to solicit input from the broader community on controversial topics.
- 3. Objective

The committee has advisory responsibilities to the school board in regard to district wide curriculum, curriculum review and selection, assessment, and program exploration and evaluations.
- 4. Officers and Rules

The Assistant Superintendent and/or Director of Teaching and Learning will facilitate the committee. Membership of citizens on the committee will be for two-year terms approved by the Board of Education. Terms may be repeated. Notes/key messages of each meeting will be kept.

D. BOARD OF EDUCATION

- 1. Upon receipt of final state assessment results the District shall report the following:
 - a. student performance goals for meeting current state academic standards;
 - b. results of local assessment data, and any additional test data;
 - c. annual district improvement plans including staff development goals;
 - d. and progress on previous improvement plans
- 2. The school district shall publish the World's Best Work Force Plan and make it available to residents of the district. A copy shall be sent to the Minnesota Department of Education commissioner by December 1.

School Board Adoption: November 9, 2020

An Equal Opportunity School District