Swallow School

Plan for Curriculum & Programmatic Review
Approved May 2014

Through transparent and collaborative efforts amongst stakeholder groups, the Swallow School District will work to design and renew K-8 curriculum and programming. In our ongoing quest to be the best school district in the state of Wisconsin and the country, we will compare our work and results to those of local, regional and national benchmark districts through a robust and comprehensive continuous improvement process. We will rely on educational research so we can manage and lead by fact. We will communicate our intentions, our progress and our results so that all members of the Swallow learning community are informed and have opportunities to engage in our curriculum renewal and design process.

Student Outcomes: All curricular and program areas will be systematically reviewed and updated with learning expectations (e.g. targets) reformatted as specific learning content and performance standards for students. A review of the Common Core State Standards, Wisconsin State Smarter Balanced Assessment System, The Next Generation Science Standards, The National Educational Technology Standards, best practices as defined by respected educational researchers (e.g., Marzano, Hattie) and student achievement data including state, district, and classroom assessments will be included as key components of the process.

Student Assessment: A balanced and systematic student assessment plan will be generated so that student assessments are based upon performance as specified by the learning targets. This will provide curriculum review teams with additional data regarding student accomplishment of learning outcomes, and will provide a comprehensive system for assessing student performance that will include both standardized and classroom-specific measures.

Implementation: The implementation of the curricular program will rely on teachers, with substantial support from Coordinators of Instruction and administration, as the key players in the implementation process. Ongoing monitoring of implementation is important to ensure students experience a guaranteed and viable curriculum and aligned, coherent programming.

Process: All curriculum and programmatic review efforts will be completed as described on the following pages with assessment metrics embedded within the implementation plan to ensure fidelity and results. This will also be done within the cycle and timelines identified in Board Policy #330, Curriculum (attached).

Phase 1: Evaluation

Facilitator (s): Administration will convene a steering committee, comprised of teacher and administrator representatives, charged with shepherding the alignment process. In addition, level-specific work groups may be convened to assist in all phases of the alignment process.

Timeline: The Steering Committee should be comprised by August 1 for work occurring the following year.

Purpose: To complete a comprehensive evaluation of a selected curricular and/or program area.

Possible Tasks:

1. Review state standards, ACT College Readiness Standards, the College Board Readiness Standards, The National Educational Technology Standards for Students (NET-S), and various content area national standards.

2. Review existing curriculum documents including rubrics, common assessments, scoring guides and curriculum frameworks.

3. Gather information regarding materials currently in use by surveying constituents and evaluating performance data on EXPLORE (ASPIRE), SRI/SMI, CoGAT, Smarter Balanced/WKCE, and other available outcome data.

4. Gather assessment data from formative and summative classroom assessments to state-level assessments.

5. Gather feedback from parents, students, the Teaching and Learning Committee (TLC) of the Board, the School Board, and staff regarding their overall satisfaction and perceptions of effectiveness. In order to fully inform the curriculum and programmatic review process with stakeholder feedback, the following activities should be considered:

    a. Focus groups – parents, students, teachers, community members
    b. SEF Meeting presentations and subsequent dialogue
    c. Survey data
    d. TLC and/or full-board discussions at the outset, mid-point and end of the design or renewal process

6. Consult most recent peer-reviewed research from the field.

7. Communication amongst stakeholder groups throughout the entire design or renewal process is paramount to its success. The design team should ensure the following:
    a. The development and deployment of a communication plan to include specific communication strategies and timelines to employ with all stakeholder groups.
    b. Opportunities for two-way communication and feedback must be embedded throughout the communication play to ensure input, feedback and ownership.

Guiding questions:

1. What are the current expected student outcomes?

2. Are the student outcomes aligned with the appropriate state and/or national standards?

3. Are the student outcomes consistent with the expectation of external assessments (state standards, ACT College Readiness, College Board Readiness standards and other National Content Standards?

4. How well are students performing on the expected outcomes? (Review data to answer this question).

5. What instructional strategies, including the use of instructional technology supports, and best practices are used?

6. What materials are used for each learning target?

7. How comprehensive and effective are the current materials?

8. What opportunities for differentiation are included in the curriculum that impact our spectrum of learners to those functioning below grade-level expectations to those gifted and talented?

9. What opportunities for intervention are included in the curriculum that impact our spectrum of learners to those functioning below grade-level expectations to those gifted and talented?

10. What opportunities for personalization are included in the curriculum that impact our spectrum of learners to those functioning below grade-level expectations to those gifted and talented?

11. To what extent is the curriculum meeting or exceeding our expectations?

12. To what extent is the curriculum aligned K-8?

Phase 2: Curriculum Renewal and Design

Facilitator (s): The Steering Committee in conjunction with any level-specific work team will complete this phase of the alignment process.

Timeline: Recommendations for Board consideration and approval must be presented by February for implementation the following school year.

Purpose: Building off the Comprehensive Program Evaluation Report, this phase seeks to improve the design of the curriculum. It also focuses on instructional best practices and includes selection of materials and development of assessments. Consideration will also be given during this phase to necessary professional development. Selection of instructional materials will occur with review by the Teaching and Learning Committee of the School Board.

Possible Tasks:

1. Recommend changes to scope and sequence (learning targets)

2. Identify gaps and overlaps through alignment with state standards, ACT College Readiness Standards, the College Board Readiness Standards, The National Educational Technology Standards for Students (NET-S), and various content area national standards

3. Recommend adjustments to the scope and sequence

4. Ensure integration of:
    a. Disciplinary literacy
    b. Information and Technology Literacy Standards (NET-S)
    c. Education for Employment connections
    d. Differentiation that impacts our spectrum of learners
    e. Intervention and support services – direct links to Response to Intervention (RtI) mandates and district recommendations
    f. Practices that grow level of personalization for each student

5. Update grade level learning targets

6. Review and update course-level formative and summative assessments

7. Update curriculum maps

8. Update parent brochures

9. Identify “best practices” in the curricular area

10. Develop a resource plan. This may include recommendations with respect to:

    a. Curricular resources (classroom materials and supplies, technology)
    b. Human resources (adjustments to job descriptions or position configurations)

11. Develop a professional development plan

12. Develop a long term implementation plan

13. Propose and/or modify courses to address identified needs

Guiding Questions:

1. What changes are recommended for our curriculum to continuously improve?
    a. Identified gaps and overlaps
    b. Scope and sequence modifications
    c. Disciplinary literacy
    e. Information and Technology Literacy Standards
    f. Education for Employment connections
    g. Differentiation opportunities
    h. Intervention opportunities
    i. Personalized learning opportunities

2. What are the changes needed in anticipated student outcomes, learning targets, etc. identified in the evaluation phase?

3. What additional assessments or modifications to current assessments are needed?

4. What topics should be covered at each grade level?

5. What emphasis should be placed on each topic?

6. How much time should be spent on each topic?

7. What teacher support is needed in the curriculum to make it viable?

8. What instructional strategies, including specific instructional technology tools, should be used?

9. What professional development will be needed to ensure implementation?

10. What is the financial impact of the recommended methods, materials, and professional development?

11. What changes (if any) need to be made to the student report card?

Tools

Each design team will be asked to document their work and present their progress to the Teaching and Learning Committee of the School Board for the purposes of progress updates, dialogue and Board input, and eventually, Board approval. Design teams are asked to use the following template to ensure continuity and consistency:

Swallow School District CURRICULUM GUIDE	
Curriculum Area:	Course Length:
Course Title:	Date Last Reviewed:
Prerequisites:	Board Approval Date:

Stage 1: Desired Results

Course Description and Purpose:

Enduring Understanding(s):	**Essential Question(s):**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Learning Targets (include on student syllabus):

Stage 2: Assessment Evidence

Performance Assessment(s):	**Other Assessment(s):**

Stage 3: Learning Plan

Term One **(time periods are approximate)**

I.
- **A.**
- **B.**
- **C.**
- **D.**

Standards:

Learning Targets Addressed:

II.
- **A.**
- **B.**
- **C.**
- **D.**

Standards:

Learning Targets Addressed:

III.
- **A.**
- **B.**
- **C.**
- **D.**

Standards:

Learning Targets Addressed:

IV.
- **A.**
- **B.**
- **C.**
- **D.**

Standards:

Learning Targets Addressed:

Term Two

V.
- **A.**
- **B.**
- **C.**
- **D.**

Standards:

Learning Targets Addressed:

VI.
- **A.**
- **B.**
- **C.**

Standards:

Learning Targets Addressed:

D.

VII.
A.
B.
C.
D.

Standards:
Learning Targets Addressed:

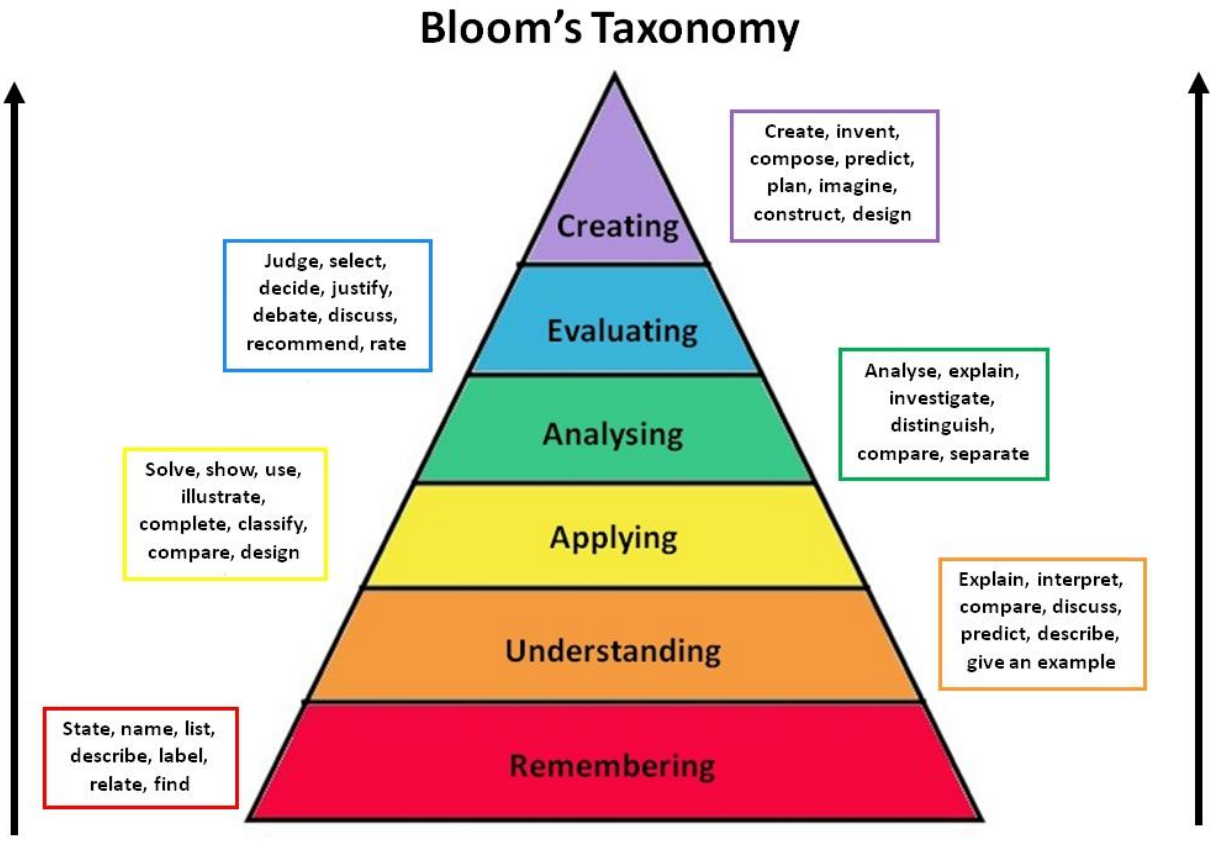
VIII.
A.
B.
C.
D.

Standards:
Learning Targets Addressed:

The Swallow Assessment System

Define our student outcomes (targets) based on the comprehensive evaluation process	Design Summative Course Assessments with job-alike professionals	Design Common Formative Assessments that support student success on the Summative Course Assessment	Evaluate student data/success on the formative and summative assessments to improve student learning and achievement

To ensure rigor on the assessment, the tasks should be a blend of "knowing", "doing" and "understanding". Students should be afforded the opportunity to reveal their level of understanding through assessments that incorporate most/all levels of Bloom's Taxonomy .



Forehand, M. (2005). Bloom's taxonomy: Original and revised.. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved July 16, 2013, from http://projects.coe.uga.edu/epltt/

We work to create dynamic assessments environments for students that introduce and engage them in varied types of assessment experiences over time:

- authentic tasks and projects
- academic exam questions, prompts, and problems
- quizzes and test items
- informal checks for understanding
- debate, presentation, critique

Phase 3: Implementation

Facilitator (s): The Steering Committee will determine who will assist in the crafting of the implementation plan.

Timeline: Implementation plans should be developed and completed by April 1 for implementation the following fall. Implementation activities may begin in late spring, through the summer and into the school year.

Purpose: To implement the curricular program or enhancement with fidelity, a plan must be developed detailing the specifics of the implementation phase. In order to achieve deep implementation, the implementation strategy must include the following:

- Specific professional development activities and associated timelines
- Communication plans including the identification of stakeholders and communication methods
- Specific progress monitoring strategies to ensure quarterly checks for progress and fidelity
- A plan for the development of teacher leadership to shepherd the curricular change
- Specific knowledge, skills and dispositions of teachers and administrators necessary for successful implementation
- Leadership actions necessary for successful implementation
- Resources necessary for successful implementation

Phase 4: Continuous Improvement

Facilitator (s): Coordinators of Instruction will be responsible for monitoring and evaluating implementation and impact on student achievement.

Timeline: Formal implementation will be analyzed and assessed using the agreed-upon data and outcome measures to ensure fidelity and to recommend changes or enhancements as needed.

Purpose: To monitor curriculum alignment and improvement efforts to ensure implementation with fidelity and positive impact on student achievement.

- Data analysis of both formal and informal measures of effectiveness
- Recommendations for continued professional development to support effective and lasting implementation
- Recommendations with respect to additional resources or classroom supports
- Recommendations to enhance pedagogy
- Recommendations with respect to district and/or school scorecard measures

Accountability: A presentation should be made to the Teaching and Learning Committee that details the impact of the curricular design or renewal process on student achievement and any subsequent adjustments to district and/or school processes that resulted from the process.

Leadership Actions necessary to achieve deep implementation of curricular initiatives

To move steadily through the stages of a successful curriculum renewal or redesign process, specific leadership actions must be present at all levels of our organization, from the classroom to the district office to the school board.

Specifically, we value:

From classroom teachers:

- A positive willingness to meaningfully participate in the curriculum renewal and design process, from evaluation to deep implementation
- Consistent advocacy for what they and their students need in order to successfully implement
- An openness to investigate and try new or different approaches to curriculum design, instructional delivery, or assessment design.
- Instructional fidelity to learning targets collaboratively developed formative and summative assessments, and instructional strategies that are known to be effective.
- A commitment to follow district expectations and collaboratively agreed-upon components of any curriculum renewal or redesign.
- Consistent involvement in professional learning that supports the ability to successfully implement with curricular and instructional fidelity.

From Administration and Coordinators of Instruction:

- A positive willingness to meaningfully participate in the curriculum renewal and design process, from evaluation to deep implementation
- Consistent inspection of instruction to insure curricular and instructional fidelity
- Consistent advocacy for what teachers and students need in order to successfully implement
- Assurance that the most up-to-date information, resources, research and best-practices provide the foundation for all curriculum renewal and redesign processes
- Advocacy with the School Board to insure teachers have the resources and supports necessary for successful implementation
- Consistent communication with the School Board to insure transparency, collaboration and a process that embraces local values and norms
- A willingness to facilitate processes that are inclusive, well-planned, student-centered and forward-thinking

From School Board Members:

- A genuine interest in the curricular program and its ability to meet the needs of and challenge our students so they are fully prepared for life after Swallow.
- Consistent communication with administration with respect to all aspects of the curriculum renewal or redesign process.
- Advocacy with respect to community wants and needs as they pertain to the curriculum renewal or redesign process.
- Trust in district personnel to competently carry out a successful and effective curriculum renewal or redesign process.
- Courage to ask strategic questions of school staff to insure a curricular program that is rigorous, innovative and engaging for students.

Important Links:

National Educational Technology Standards for Students
http://www.iste.org/Libraries/PDFs/NETS-S_Standards.sflb.ashx

The Next Generation Science Standards
www.nextgenscience.org

The Common Core State Standards
www.corestandards.org

The ACT College Readiness
www.act.org/standard/

College Board Standards for College Success
http://professionals.collegeboard.com/k-12/standards

Educational Research that Guides our Work

Hattie, John A. (2008). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*.

Hattie, John A. (2011). *Visible Learning for Teachers: Maximizing Impact on Learning*.

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, Va: Association for Supervision and Curriculum Development.

CURRICULUM

The Board of Education has the responsibility to establish and maintain a comprehensive program of instruction in accordance with state law, the needs of society, the local community, and the individual student.

The Superintendent, in conjunction with the Principal and Teachers, shall develop a process to evaluate, update, renew, and develop the curriculum at least once every five years. Courses and subjects offered to students shall be approved by the Board of Education as recommended by the Superintendent.

The curriculum identifies the scope and sequence of desirable learning experiences across grade levels. The curriculum shall focus on approved program standards, curriculum learning targets, and performance expectations for student learning.

Curriculum guides shall be developed and accessible via school website for all approved courses.

The administration shall oversee the development of curriculum guides and selection of instructional materials. Annually, the administration shall provide the Board a report on the long-range plan and current status of curriculum review, development, and evaluation.

All students are to complete the required curriculum or courses unless exempted by an IEP or Section 504 determination. Any other request for exemption must be brought to the Board for consideration.

References: Wisconsin Statutes 118.01, 118.015, 118.019

APPROVED: April 21, 1999
REVISED: January 11, 2006, July 18, 2012, April 10, 2013
EDITED: November 14, 2007; May 26, 2010

Confirmed by _____, President

_____, Clerk

Curriculum and Programmatic Review Cycle
Revised December 2015

	Year 1	Year 2	Year 3	Year 4	Year 5
Area/Course	2014-15	2015-16	2016-17	2017-18	2018-19
Art			x		
Gifted & Talented					x
Guidance		x			
Health		x			
Math				x	
Music			x		
PE		x			
Reading/LA	x				
Science				x	
SOAR/Intervention	x				x
Social Studies		x			
Spanish	x				
Special Education		x			
STEM				x	