

InstructionCurriculum Renewal Cycle Procedures

Plattsmouth Community School District (PCSD) is dedicated to working in partnership to ensure academic achievement, civic engagement, and responsible behavior for all students. In order to meet this mission, it is important to articulate what students should know and be able to do as well as the educational materials, strategies, and experience provided to support and monitor attainment of these learning targets. In short, it is important to answer the following questions:

What do we want students to know and be able to do?

How will we support student learning?

How do we know if students know it?

What do we do if students know it what do we do if they can't?

In order to ensure that curriculum renewal is effective, the district has identified a renewal cycle, articulated partnership and organizational structures that support curriculum renewal, identified practices that ensure continual renewal of curriculum, and provided a set of documents that provide teachers with the curriculum information they need. Finally, a system has been put in place for creating new courses that support the curriculum. These components of the curriculum plan are described below.

**The Curriculum Renewal Cycle**

The Plattsmouth Community School District has a seven year curriculum review cycle that ensures these questions are answered systemically and systematically. The cycle includes four phases:

- Preliminary Study
- Development
- Implementation
- Support and Monitoring

The Preliminary Study and Development phases ensure that data and best practice are used to develop and refine curriculum. The Implementation phase provides parents, teachers, and students with the support needed to meet learning targets. The Support and Monitoring phase helps ensure the process is being implemented as designed.

**Preliminary Study**

The Preliminary Study phase includes two years. The first year of this phase is called Pre-Assessment, and the second year is Research and Assessment. The following will occur during these years.

*Pre-Assessment*

The purpose of this year is to provide the foundation for a successful research and assessment review. During this year:

1. Committees are formed

## 2. Data is Reviewed

- a. Partners will review disaggregated student learning data (including NRT as well as local and state CRT assessments) and identify areas of need.

### *Research and Assessment*

The purpose of this year is to provide the curriculum committee members with program and content area expertise in the subject area. During this year the committee, *including at least one student and at least one parent*, will review data and complete research.

## 1. Data Review

Partners will collect and review:

- b. Perceptual data- including survey data and feedback from all stakeholders, and
- c. Program data (when appropriate)- including review of program operation and effectiveness.

## 2. Research

During the first quarter of the study year, partners will review:

- a. State curricular standards,
- b. Best-practice recommendations from professional organizations and research on effective schools,
- c. Exemplary state and national curriculum documents, and
- d. Current curricular alignment with district and school improvement plans.

## 3. Developing Expertise

In order to ensure partners have the expertise needed to make effective changes the district will facilitate learning. Options include:

- a. Sending curricular representatives to professional conferences,
- b. Providing articles and/or books for the committee to review,
- c. Sending curricular representatives to local professional development sessions, and
- d. Providing in-district professional development (ASCD courses, DVD's videos).

### **Development**

The following will occur during the *Development and Approval* year:

- Teachers and partners work in PreK-12 content area teams to:
  - Update mission and vision statements.
  - Update a list of effective instructional guidelines and strategies.
  - Update the curriculum document, program guide, and course descriptions,
  - Update essential learnings,
  - Update the curriculum map related to standards.
  - Align all documents to assure a PreK-12 coherent and developmental sequence.

- Update building level assessments ensuring a PreK-12 coherent and developmental progression.
- Review textbooks and materials for adoption by:
  - Reviewing the research supporting the program and its impact on student learning.
  - Conducting a skills trace.
  - Using the district textbook evaluation form to ensure general quality standards are met.
  - Verify that the materials adopted provide a coherent and appropriate development of the standards and essentials.
- Identify issues related to content area that need to be addressed.
  - Identify Action Research projects, professional development options or other strategies needed to address these issues.
- Teachers work in grade level or building groups to:
  - Provide input and guidance on mission and vision statements.
  - Provide input and guidance on a list of effective instructional guidelines and strategies.
  - Provide input and guidance on articulated essential learnings tied to state standards and supported by current research.
  - Provide input and guidance on a curriculum map related to standards.
  - Create a timeline for addressing district essentials.
  - Create assessments related to standards.
  - Review and propose textbooks and materials for adoption.
  - Provide input and guidance on issues related to content area that need to be addressed.
    - Identify Action Research projects, professional development options or other strategies needed to address these issues.
- Draft curriculum documents will be posted on the district website for public review and feedback before being officially adopted.

### **Implementation**

During the *Implementation and Professional Development* year the district will:

1. Provide professional development as needed,
2. Monitor implementation throughout the year,
3. Gather data and feedback at the end of the year,
4. Have preK-12 teachers and partners, including at least one student and at least one parent, review data and feedback and make any needed adjustments to the curriculum, and
5. Continue to develop assessments and program guides when appropriate.

### **Support and Monitoring**

There are three years within this phase: *Adjustment, Alignment, and Evaluation* and *Monitoring and Management*. The following describes what will happen each of these years.

*Adjustment, Alignment, and Evaluation*

During this year, teachers and administrators will:

1. Ensure all district documents have been adjusted to reflect the new curriculum and programs.
2. Ensure data on student achievement are being reviewed and used to evaluate curriculum and related program effectiveness.
3. Ensure all new curriculum and related programs are running efficiently any needed adjustments are made to meet the needs to students.
4. Ensure teachers and being implemented with the curriculum and any related programs with fidelity.

*Monitor and Management*

During these two years, teachers and administrators will:

1. Continue to monitor student data and teacher implementation to ensure the curriculum and related programs are being used effectively to impact student learning.

**Partnerships/Organization**

1. Curriculum development committees will include grade level, special education, parent and student representatives. Community representatives may be invited in for career education courses.
2. At least one parent and at least one student will meet with the committee during the *Research and Assessment* year and at the end of the *Implementation* year. Partners will act as advisors throughout the curriculum renewal process.
3. Grade level representatives are provided with three full day work sessions spread throughout the *Development and Approval* year for PreK-12 discussions. On interim months, representatives meet with teachers in their building to share ideas and get input.
4. Materials adoption and assessment work will be completed after curriculum changes are adopted.

**Continual Review**

The following practices have been established in order to ensure that the curriculum and instructional materials are answering the four key questions.

1. Regular preK-12 Professional Learning Community meetings will provide time to subject and program area review of data and monitoring of the effectiveness of the program or curriculum.

2. Annual PreK-12 content area workdays will be held each summer to review data, curriculum, and assessments and set goals for the next year.
3. Teacher academic goals are tied to district academic goals.
4. Teacher professional goals are focused around best practice options targeted at meeting district academic goals.

### **Curriculum Documents**

Curriculum Documents will include:

- 1) The *Vision Statement*,
- 2) A *Statement of Beliefs* – statements about how best to teach the subject,
- 3) The *Curriculum* –based on state standards and including observable and measureable descriptions of what will be taught at each grade level,
- 4) *Essential Learnings*- 10-12 focused objectives essential to that subject area and grade-level,
- 5) A Program – including enduring understandings, guiding questions, assessments, suggested and required instructional strategies, suggested and required lessons, materials, and
- 6) A *Curriculum Map*- general instructional timeline.

### **Course-level Curriculum Change Process**

Changes made at the course level do not always take place during the curriculum cycle. Course-level Curriculum Change Guidelines have been articulated. Teachers will complete the Course-level Curriculum Change Proposal. The administrative team will use the guidelines and accompanying checklist to determine if the proposal is accepted and should be presented to the School Board. The Board Curriculum Committee reviews all the proposals and presents them to the Board for approval.

Throughout the process, communicate with parents, staff and students about purpose and effectiveness of curriculum.

Adopted: Dec. 1, 1998

Date of Re-adoption: March 13, 2006

Reviewed: Nov. 12, 2007, Nov. 10, 2008

Revised: Nov. 9, 2009

Reviewed: Nov. 8, 2010, Nov. 14, 2011, Nov. 12, 2012, Nov. 11, 2013, Nov. 10, 2014, Nov. 9, 2015, Nov. 14, 2016, Nov. 13, 2017, Nov. 12, 2018, Jan. 13, 2020

Revised: Nov. 9, 2020, Jan. 10, 2022

Reviewed: Dec. 12, 2022, Jan. 15, 2024