

# Winona Area Public Schools



## Curriculum Advisory Committee CAC Handbook

[Curriculum Advisory Committee Guidelines and Procedures](#)

## Our District

At Winona Area Public Schools, we take pride in the exceptional experiences and academics we offer our students. From our focus on achievement and excellence in all we do, innovations geared toward the future, and making each student feel safe and valued, great things happen here. Our offerings for students in academics, fine arts and athletics allow everyone to find an opportunity that fits their interests.

<p><b><i>Our Vision:</i></b> A safe and inclusive community of compassionate, curious and resilient lifelong learners..</p>	<p><b><i>Our Mission:</i></b> Inspire curiosity, empower resilience, engage community.</p>
<p><b><i>District Belief Statements:</i></b></p> <ul style="list-style-type: none"> <li>● We believe that public schools should serve and engage students, families, staff and the community.</li> <li>● We believe learning and teaching is maximized in a safe, respectful and inclusive environment.</li> <li>● We believe every individual's diversity and experience is valued.</li> <li>● We believe healthy relationships are crucial for the success of our schools.</li> <li>● We believe that every student can achieve to the best of their ability.</li> <li>● We believe all decisions should be focused on students and their success.</li> </ul>	<p><b><i>Core Values:</i></b></p> <ul style="list-style-type: none"> <li>● <b>Safety:</b> Everyone's physical and emotional well-being is a priority.</li> <li>● <b>Integrity:</b> Everyone does the right thing and makes positive choices, even if it is difficult.</li> <li>● <b>Inclusivity:</b> Everyone belongs, is valued and is heard.</li> <li>● <b>Equity:</b> Everyone has the opportunities, access, information and support provided in the individual way they need it.</li> <li>● <b>Respect:</b> Everyone's differences are recognized, acknowledged and celebrated.</li> </ul>
<p><b><i>Our Team Collective Commitments:</i></b></p> <ul style="list-style-type: none"> <li>● We will maintain a fun and positive environment by assuming honorable intent.</li> <li>● We will be active participants in the decision making process and respect and follow through with all decisions made.</li> <li>● We will limit technology, limit/eliminate side conversations and be responsible for our individual and collective retention of information to be actively engaged.</li> <li>● We will be student centered and results focused.</li> <li>● We will use data and evidence to inform discussions and decisions.</li> </ul>	

## Purpose of Document

This document is intended to outline the procedures for the improvement of curriculum. The purpose of curriculum development and implementation, student assessment and program evaluation is to improve the educational experience for all students in Winona Area Public Schools.

## Governance

The Curriculum Advisory Committee work is governed by following:

- Minnesota Statute 120B.11: School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce
- WAPS Policy 603 Curriculum Development
- WAPS Policy 616 School District System Accountability
- Curriculum Advisory Committee By-Laws

## Curriculum Advisory Committee Purpose:

To serve as an advisory committee that ensures active community participation in all phases in planning and improving instruction and curriculum, especially aspects affecting graduation standards in order to meet the needs of all learners.

Advise the school board on implementation of the state and local graduation requirements, including EC-12 curriculum, assessment, student learning opportunities and related issues that create a safe environment where all students feel valued.

To make recommendations to the School Board and the Superintendent of Independent School District No. 861 on district-wide standards assessments and program evaluation by:

- Reviewing the school district instructional and curriculum review plan, with emphasis on implementing Minnesota Standards.
- Identifying annual instruction and curriculum improvement goals for recommendation to the school board.
- Reviewing and recommending revisions to curriculum-related parts of the district's World's Best Workforce Plan prepared by staff prior to submission to the Board.
- Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals.

To uphold the district mission and vision to ensure:

- That learning opportunities inspire WAPS students to be lifelong learners who strive for excellence.
- Instruction is grounded in compassion.
- Classrooms are safe learning environments with culturally and linguistically responsive teaching and learning.

## What is the World's Best Workforce?

The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning support. School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five WBWF goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

## CAC Membership

[Curriculum Advisory Committee Membership](#) document

Representatives shall serve a four (4) year term and may be re-elected.

### **EDUCATION BASED MEMBERSHIP:**

Up to 8 Members to include; teachers, support staff and school administration

### **COMMUNITY BASED MEMBERSHIP:**

12 Members to include; school board members, students, and community members (including parents)

## Annual Meeting Outline

<b>August</b>	Organizational Meeting
<b>September</b>	School Improvement Planning (World's Best Workforce Plan Vote)
<b>October</b>	World's Best Workforce- Final Approval

<b>*November</b>	Data Sharing from Buildings / Curriculum Leaderships Teams World's Best Workforce
<b>December</b>	Course Proposals/Data Sharing from Buildings
<b>January</b>	Data Sharing from Buildings/Curriculum Leadership Teams World's Best Workforce Progress
<b>*February</b>	Data Sharing from Buildings / Curriculum Leaderships Teams World's Best Workforce
<b>March</b>	<b>NO MEETING</b>
<b>*April</b>	Data Sharing from Buildings / Curriculum Leaderships Teams World's Best Workforce
<b>*May</b>	End of Year Wrap-up

### WAPS Curriculum Review Cycle

Tasks to be completed by full implementation date designated by MDE or locally:

- 1) Review and revise learning targets and curriculum maps to new standards.
- 2) Review and revise formative and summative assessments to new standards.
  - a. Align with MCA test specifications where applicable.
  - b. Identify student learning data to be used in monitoring years in the cycle.
- 3) Review and revise vertical alignment.
- 4) Adopt and align curriculum materials to the new standards.

Tasks to be completed from the full implementation year to the next standard revision year:

- 1) Monitor the student learning results (formative and summative, MCA test data when applicable).
- 2) Monitor fidelity of the implementation of the curriculum materials and standards.

### **Framework for Review Cycle**

The document [Curriculum Review Cycle Framework](#) explains the 10 year cycle of learning, implementation and standard work of curriculum based on Minnesota State Standards. Embedded in this document is a calendar with specific dates for each major content area review cycle.

## **New Course Proposals**

### **Secondary Course Proposal Schedule**

<b>Date</b>	<b>Event</b>	<b>Person(s) Involved</b>
First Monday in December	Course Proposal submitted to building principal	Teachers
First Week in December	Course proposals reviewed by building administration	Building Teams
Second Monday in December	Submit approved course proposals to Director of Learning and Teaching	Building Principal
Third Monday in December	Course changes presented to Curriculum Advisory Committee	Building Principal and Teacher Chair/Designee
First Meeting in January	WAPS School Board first reading of proposals	Building Principal
Second Meeting in January	WAPS School Board action on proposals	School Board

## Course Proposal Form

### CAC Criteria for course proposal review

Criteria:	3	2	1
<b>There is evidence of a curriculum gap or a student need for this course</b>	Curriculum gap/student need is definite and is based on data (failure rates, MCA scores, survey, etc).	Curriculum gap/student need is apparent through conversations with staff, students, and/or parents.	Curriculum gap/student need is not demonstrated.
<b>It does not duplicate existing curriculum and courses.</b>	Course curriculum does not duplicate any course offered to students.	Course curriculum has little overlap with other courses.	Course curriculum is offered elsewhere.
<b>It aligns with local, state, and national curriculum standards.</b>	There is solid evidence the course aligns with all curriculum standards.	There is some evidence the course aligns with curriculum standards.	There is no evidence the course aligns curriculum standards.
<b>It supports the district's vision and mission statement.</b>	The course aligns with both the vision and mission statements.	The course aligns with either the vision or the mission statement.	The course does not align with the vision or mission statement.
<b>It supports the building and/or program goals.</b>	The course aligns with the building and department program goals.	The course aligns with either the building or department program goals.	The course does not align with the building goals or department goals.
<b>It has realistic budgetary needs.</b>	All budget needs can be met through various funding sources.	Most budget needs can be met through existing funding sources, while some funding sources still need to be explored.	The course is unable to be funded at this time.
<b>Supports culturally and linguistically relevant curriculum and multicultural education</b>	This course supports culturally and linguistically relevant education. The curriculum is likely to be humanizing and equity oriented.	There is some evidence the course aligns with culturally and linguistically relevant education. The curriculum may be humanizing and equity oriented.	The course does not support culturally and linguistically relevant education. The curriculum is not likely to be humanizing and equity oriented.

### Guiding Prompts for Curriculum Leadership Team Reports to CAC

1. Is your team at the learning, implementation or standards work phase of your curriculum work?
2. Tell us about your pacing guide and how that is working for you and your students.
3. Highlight your priority standards and the data that shows you if students are meeting those standards.
4. Explain what common assessment or assessment practices are being used.
5. Provide specific examples of how multicultural education is infused in your curricula and how your curriculum is taught in culturally and linguistically responsive approaches.
6. Summarize how your current instructional materials support teaching and learning in your area and explain any instructional material needs that you need.
7. Share what you are most proud of regarding your curriculum work and/or a challenge you are facing.

### Appendices

- [Minnesota Statute 120B.11: School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce](#)

- [WAPS Policy 603 Curriculum Development](#)
- [WAPS Policy 616 School District System Accountability](#)
- [Curriculum Advisory Committee By-Laws](#)
- [Course Proposals](#)
- [Course Proposal Rubric](#)
- [Terminology and Abbreviations](#)