

ELEVATE Instructional Coherence Continuous Improvements

Curriculum Council Feedback Summary- March 2026

We've been listening – and we're ready to share improvements.

Through conversations in PLCs, DRS sessions, WTA meetings, and Curriculum Council, teachers have shared valuable feedback about pacing, assessments, and instructional alignment. The purpose of this work is not to add more systems. It is to refine and improve the systems we already have so they better support high-quality instruction and student learning.

Instructional Coherence Improvements

We Heard	Improvements Moving Forward	Why It Matters
Pacing pressure and limited time to respond to student data	1–2 week RTI/WIN/FLEX windows between cycles	Teachers have protected time to reteach priority standards and extend learning
Assessment fatigue across cycles	Reduced assessment cycles (Gr. 3–8), Limit 1:1 assessment in Gr. 1	More instructional time and deeper learning
Difficulty accessing clear data	Transition to Pear Assessment platform	Stronger reporting and easier assessment creation
Standards sequencing gaps	Matrix Morph alignment work	Clearer vertical alignment across grades
Limited time to act on assessment data	Protected reteach and intervention windows	Data directly informs instruction through PLCs

Rotation Feedback Themes

Calendar & Pacing

Teachers emphasized the importance of pacing structures that allow time to respond to student learning. A consistent theme was strong support for protected instructional time between assessment cycles.

These 1–2 week windows are intentionally designed for RTI/WIN/FLEX time, allowing teachers to:

- Reteach priority standards
- Provide targeted Tier 2 intervention
- Extend learning for students ready for deeper challenges

"Having time between cycles for reteaching will allow us to actually respond to the data instead of rushing to the next test."

Teachers also noted the importance of ensuring pacing calendars reflect instructional realities, including beginning-of-year classroom routines, writing instruction, district PD days, and Spanish CSA testing windows.

Matrix Morph & Math Alignment

Teachers expressed strong support for the Matrix Morph process and the continued work to refine the sequencing of priority standards. Participants emphasized the importance of alignment between standards, curriculum, pacing, and

assessments. This work strengthens instructional coherence across the district and supports teachers in ensuring that assessments reflect what is being taught in classrooms.

"The matrix work will help ensure we are all teaching the standards in a more aligned way across grade levels."

Teachers also shared appreciation for the development of the instructional resource Hub, which provides centralized access to standards-aligned resources.

Assessment Improvements

Participants supported the district's efforts to refine assessments so they better support instruction and the PLC process. Teachers highlighted the importance of balancing assessment validity with instructional time and appreciated the shift toward fewer cycles and clearer question formats.

The upcoming Pear Assessment platform was viewed positively because it will provide:

- Stronger item banks
- Improved reporting tools
- Easier assessment creation

"The extra time between cycles will give us space to address student needs instead of moving on too quickly."

Teachers also emphasized the importance of ensuring that assessments — particularly in the early grades — measure student understanding rather than technology skills.

2025–26 Work → Improvements for 2026–27

The feedback gathered this year is directly informing refinements to the district's instructional systems. Key improvements include:

- Refined assessment cycle structure
- Continued Matrix Morph alignment work
- Implementation of the Pear Assessment platform
- Protected RTI/WIN/FLEX instructional windows
- Strengthened alignment between standards, instruction, and assessments

These improvements support the district's ongoing commitment to instructional coherence and the PLC process.

Moving Forward

This work reflects Westminster School District's commitment to ensuring that instructional systems support teachers and ultimately improve outcomes for students. By refining pacing, strengthening assessment tools, and protecting time for intervention and extension, we are ensuring that data leads to action and that every student receives the support they need to succeed.