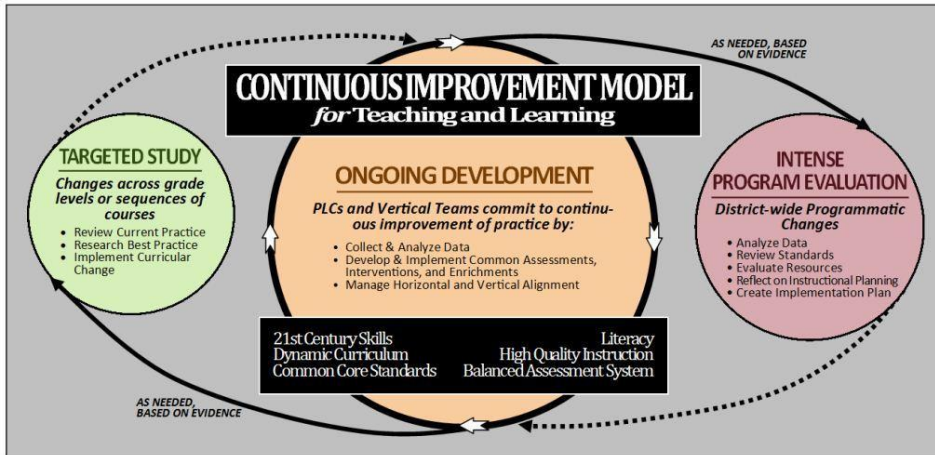


CONTINUOUS IMPROVEMENT MODEL

For Teaching & Learning (Conceptual Framework)

The Continuous Improvement Model for Teaching and Learning is dynamic, reflecting the modern, kinetic nature of curriculum planning, delivery, and review. Strong foundational elements (Literacy, Common Core Standards, 21st Century Skills, Dynamic Curriculum, High Quality Instruction, and a Balanced Assessment System) frame the various mechanisms of development and serve as navigational context for ongoing work.



ONGOING DEVELOPMENT (PLC and VERTICAL teams)

Content areas and grade levels meet in PLC and Vertical teams to conduct processes that promote reflection on past practice and results, facilitating planning and rapid implementation of revised curriculum to meet the Essential Learning and Skills adopted by Articulation committees. Needs assessments include student assessment data, standards alignment, and instructional practices. Resulting findings are reflected in the modification of learning plans within curriculum maps, pacing guides, and actual pedagogy. As part of their evaluation and review, Vertical Teams can identify a need and request targeted study or intense program evaluation.

TARGETED STUDY (District Level)

Larger scale changes to curriculum are made to specific grade level(s) or sequence of courses as evidence warrants. This includes addition or revision of courses. The change does not warrant an intense program evaluation. Current practices, materials, and methods are reviewed. A plan is developed after options are considered and researched for best meeting the defined need. Targeted professional development is used to rapidly implement desired changes. The plan is then implemented along with expectations for improved results. Those results are then evaluated.

INTENSE PROGRAM EVALUATION (District Level)

This review process may be triggered by significant changes such as adoption of new standards, advancements in course content, and/or rapidly changing systems (e.g. technology) that impact an entire program, content area, or service. During this process longitudinal student assessment data is analyzed, standards are reviewed, available resources are evaluated, and instructional practices are reflected upon in terms of effectiveness and relevance in light of current best-practices. An implementation plan inclusive of professional development and resource allocation is created to bring the committee's work to scale across a department, grade level, or discipline.

Implementation Process and Timeline

The Continuous Improvement Model is a needs-based model rather than a time-bound curriculum review cycle. When a content area or program recognizes a gap or inadequacy in their curriculum, programming, delivery, or expertise, they can request Targeted Study or Intense Program Evaluation. In addition, the District may assign either Targeted Study or Intense Program Evaluation to a content area or program. Articulation teams will be formed to address needs identified for either Targeted Study or Intense Program Evaluation. Roles and responsibilities of Articulation members are clearly identified. Whenever possible, external experts in the field will be included in articulation work. Typical procedures that will occur during Targeted Study or Intense Program are outlined below.

Curriculum Leads will facilitate communication, vertical alignment, and continuous improvement within a content area. The major duties of this position include:

- Serve as a liaison between department members and district leadership
- Disseminate information to other department members
- Primary contact for questions regarding content area curriculum or resources
- Facilitate the collection of PLC formative assessment data for content area
- Participate on Articulation Team
- Plan and facilitate Vertical Team meetings
- Meet monthly with district leadership

Targeted Study Procedures

(Specific Grade(s) or sequence of courses / 1 to 2-year implementation process)

1. **Gather information** on the **specific identified need**, research trends and best practices in the field; analyze student performance on local, state, and national tests; review student learning goals, and report **self-study** results
2. **Revise or propose new curriculum** based on the results of the study, report changes and revise the curriculum map to align with changes. Proposals may include multi-year plan and/or course proposal for review by Curriculum Advisory Council, administration and other advisory groups. Final approval of changes approved by district administration and School Board.
3. Provide training for staff on **implementing new curriculum** resources (digital or print) and/or to implement new teaching strategies required by changes.
4. **Assess** the implementation of changes to the program.
5. **Adjust and modify planning** according to assessment results due to the implementation of curriculum changes

Intense Program Evaluation Procedures

(Full Program Review / 2-5 year implementation process)

1. **Gather information** on the current program, new state or national standards, research trends and best practices in the field; analyze student performance on local, state, and national tests; review student learning goals, and report **self-study** results
2. **Revise or propose new curriculum** based on the results of the study, report changes and revise the curriculum map to align with changes. Proposals may include multi-year plan and/or course proposal for review by Curriculum Advisory Council, administration and other advisory groups. Final approval of changes approved by district administration and School Board.
3. Provide training for staff on **implementing new curriculum** resources (digital or print) or to implement new teaching strategies required by changes.
4. **Assess** the implementation of changes to the program.
5. **Adjust and modify planning** according to assessment results due to the implementation of curriculum changes.

Typical Timeline

August – November | Planning and Proposal

- Each identified articulation team meets to conduct a self-study and develop a proposal (multi-year action plan and/or course proposals)

November – December | Proposal and Approval

- Proposals are reviewed for feedback from Curriculum Advisory Council, building administration, and other representative groups
- District administration and School Board provide final approval

January – May | Implementation Planning

- Articulation teams meet to select print or digital resources, identify professional development needs, and develop an implementation plan
- Curriculum maps developed for implementation
- Teams plan for summer training, writing, and purchasing
- Curriculum Leads complete request forms if needed (targeted study or intense program review)
- Curriculum Advisory Council reviews requests
- District administration provides final approval of requests

June – August | Implementation

- Professional development and training
- Writing time for new courses/curriculum
- Articulation team meetings (when possible)