

Christina School District Curriculum Implementation Framework



This document outlines the **Five Stages** of the curriculum adoption and review process for the Christina School District. Within each stage expected outcomes are listed to help lead the work. Embedded resources and templates are included to assist teams in their journey. Each year, Stage Five is completed by all content areas to annually monitor progress and plan for continuous improvement.

<u>Stage One: Collecting Data and Research to Begin Curriculum Exploration</u>
<u>Stage Two: Pilot Process and Curriculum Selection</u>
<u>Stage Three: Planning for New Curriculum Implementation & Professional Development</u>
<u>Stage Four: New Curriculum Implementation, Gather, Listen, Revision, & Review</u>
<u>Stage Five: Monitoring and Continuous Improvement</u>

How to use this document:

Each stage above is linked to the area in the document that defines the stage. The expected outcomes within each stage contain action steps that are listed below the outcomes in RED and lead to the Curriculum Support Workbook for ease of organization. It is recommended that you make a copy of the entire Curriculum Support Workbook. You can see the entire document by clicking on the link [HERE](#).

Christina School District Curriculum Review Status

Content Area	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
ELA Elementary	Stage 4	Stage 4				
ELA Secondary	Stage 4	Stage 4				
Math Elem.	Stage 5	Stage 1				
Math Middle	Stage 5	Stage 5				
Math High	Stage 4	Stage 4/5				
Social Studies Elementary	Stage 4/5	Stage 4/5				
Social Studies Secondary	Stage 4/5	Stage 4/5				
Science Elementary	Stage 5	Stage 5				
Science Secondary	Stage 5	Stage 5				
World Language	Stage 1	Stage 4				
CTE Secondary	Stage 5	Stage 5				
Visual Arts	Stage 5	Stage 5				
Performing Arts	Stage 5	Stage 5				
Health and Physical Ed.	Stage 5	Stage 5				
Social Emotional Learning	Stage 4/5	Stage 5				

**Include a link for each content area that links to the Curriculum Workbook document for historical reference. Keep originals in a secure location to account for employee turnover (secure account).*

Stage One: Collecting Data and Research to Begin Curriculum Exploration

K-12 departments in stage one will focus on the research of best practice, conduct site visits, review and interpret all available K-12 student achievement and growth data and develop an action plan.

Expected Outcomes:

- Identify a steering committee and meet with a steering committee consisting of Teaching and Learning, curriculum specialists, instructional coaches, teachers, students, parents, community members, administrators and other experts in the field. Some of these stakeholder groups might be included as an Advisory Committee meaning that they may provide input and ongoing feedback during the process when needed.
 - [I.1.A Identify the Selection Team and Leader](#)
- Develop and implement an action plan that includes department mission, vision and goals that the K-12 team will accomplish over the course of the curriculum cycle
 - [I.1.B Determine How the Final Decision Will be Made](#)
 - [I.1.C Map the Schedule of Events](#)
 - [I.1.D Establish a Vision of Excellent Instruction](#)
 - [I.1.E Organize Next Steps and Communicate a Plan](#)
 - [I.2.B Articulate the Vision of Instruction and Core Beliefs](#)
- Check current curriculum for alignment with mission and vision to determine if current curriculum meets those goals
- Collect, analyze and interpret K-12 student achievement and growth data in the particular content area
- Collect feedback from teachers and administrators (and other stakeholders) through site visits and surveys
 - [I.3.A Solicit Stakeholder Input](#)

- [I.3.B Develop the Rubric](#)
- Develop a synopsis of current educational best practices, evidence of new learning through site visits, and student achievement and growth data.

Stage One Documents: Answers and Artifacts for each of the related areas noted above from the Curriculum Support Guide (downloadable workbook to track your answers)

Stage Two: Pilot Process and Curriculum Selection

(The pilot timeline should be long enough to collect meaningful student achievement data)

K-12 departments in stage two will focus on aligning the research and data from Stage One to grade level standards and evaluate resources that align to the expected learning outcomes.

Expected Outcomes:

- Crosswalk between Stage One data results and potential pilots to review and identify options that meet the needs.
- Development of standards aligned scope and sequence that aligns with current curriculum maps for the pilot
- Review resources and materials for purposes of a program pilot and plan the pilot implementation
 - [I.2.A Train the Selection Team and Review Committee](#)
 - [I.3.C Identify the Options You Will Review](#)
 - [I.3 Develop the Rubric and Prepare for Reviews](#)
 - [I.3.D Train the Review Committee on the Rubric and Process](#)
 - [Culturally Responsive Curriculum Scorecard](#)
 - [I.4.A Conduct the Reviews and Gather Feedback](#)
 - [I.4.B Pilot the Materials](#)
 - ****Share the pilot plan with the School Board and Teaching and Learning before conducting the pilot****
- Conduct pilot program
- Make data based recommendations to curriculum steering committee

- [I.4.C Make the Final Selection Decision](#)
- [I.4.D Communicate Decision and Rationale](#)
- [I.5 Procure and Distribute Materials](#)
- Make final curriculum decision
- Make a recommendation to the Teaching and Learning team on the final decision.
- Presentation to the School Board on curriculum decision
- Once approved:
 - [I.5.A Understand Your Procurement Options](#)
 - [I.5.B Place and Track Your Orders](#)
 - [I.5.C Communicate a Realistic Timeline](#)
 - [I.5.D Distribute the materials](#)

Stage Two Documents: Answers and Artifacts for each of the related areas noted above from the Curriculum Support Guide (downloadable workbook to track your answers)

Stage Three: Planning for New Curriculum Implementation & Professional Development

(suggested 3-6 months)

K-12 departments in stage three will focus on planning for the initial implementation of the new curriculum by creating and preparing curriculum maps and begin to align instruction, assessments and resources to the new curriculum. K-12 departments will also create a strategic professional development plan that is multi-year and takes into account training for new hires.

Expected Outcomes:

- Select a realistic timeline for the initial implementation

- [II.1 Set Goals, Roles, and Monitoring Plan](#)
 - [II.1.A Identify the Implementation Support Team and Leader](#)
 - [II.1.B Map out the Implementation Planning Process](#)
 - [II.1.C Draft the Goals for Successful Implementation](#)
 - [II.1.D Revisit and Set Implementation Goals and Determine How You Will Monitor Progress](#)
 - [II.1.E. Revisit Roles and Responsibilities and Set the Plan](#)
- Create a professional development plan to align with revised curriculum maps, resource adoption and district professional development calendar.
- Develop common assessments and rubrics
- Conduct assessment audit to ensure that assessments enable higher level thinking skills for all students
 - [II.2 Determine the Plan for Assessment and Grading](#)
 - [II.2.A Study the Assessments in the Curriculum](#)
 - [II.2.B Inventory All Currently Used Assessments for Purpose, Frequency, and Quality](#)
 - [II.2.C Determine the Plan for Common Assessment and What You Will Do with the Data](#)
 - [II.2.D Establish Grading Guidance for the New Materials](#)
 - [II.2.E Organize Next Steps and Communicate the Plan](#)
 - [II.5 Determine the Plan for Training Teachers and Leaders](#)
 - [II.5.A Understand Available Training Time and Current Plans](#)
 - [II.5.B Study the Training and PD Resources that Come with Your Materials](#)
 - [II.5.C Determine Training Needs for Each Group](#)
 - [II.5.D Determine the Plan and Prepare the Facilitators](#)
 - [II.5.E Organize Next Steps and Communicate the Plan](#)
 - [II.4 Determine the Plan for Coaching](#)
 - [II.4.A Understand Your Current Coaching Practices](#)
 - [II.4.B Establish Your Observation and Coaching Tool](#)
 - [II.4.C Determine How You Will Support Those Responsible for Coaching](#)
 - [II.4.D Organize Next Steps and Communicate the Plan](#)
 - [II.3 Determine Expectations for Use and the Plan for Collaborative Planning at the School Level](#)
 - [II.3.A Study the Design of the Materials](#)
 - [II.3.B Ensure Every School has Appropriate Time in the Schedule](#)
 - [II.3.C Determine the Yearlong Pacing Schedule](#)

- [II.3.D Establish Guidance for Common Use and Customization](#)
- [II.3.E Determine How You will Support Collaborative and Individual Planning](#)
- [II.3.F Organize Next Steps and Communicate the Plan](#)

Stage Three Documents: Professional Development Plan, Answers and Artifacts for each of the related areas noted above from the Curriculum Support Guide (downloadable workbook to track your answers).

Stage Four: New Curriculum Implementation, Gather, Listen, Revision, & Review

K-12 departments in stage four will implement the new curriculum utilizing the supports and expectations created in Stage Three.

Expected Outcomes:

- Conduct learning walks to observe and get feedback on classroom instructional practices.
- Continuously examine and analyze student performance data
 - [III.1 Work the Plan and Gather Data](#)
 - [III.1.A: Train, Plan, and Coach Teachers](#)
 - [III.1.B: See the Work in Action and Listen to Questions and Concerns](#)
 - [III.1.C: Check in to Track the Trends and Solve Quick Problems](#)
- Continuously making improvements to curriculum maps, scope and sequence documents and assessments
 - [III.2 Step Back and Adjust the Plan](#)
 - [III.2.A Prepare Data for the Stepback](#)
 - [III.2.B Step Back to Reflect on Progress and Challenges](#)
 - [III.2.C Adjust the Plan and Communicate the Changes](#)
 - [III.3.C Adjust the Goals and Plan for Coming Year](#)
- Engaging in professional development
 - [III.1.A Train, Plan, and Coach Teachers](#)

- Continuously survey and seek out feedback from stakeholders during the implementation process.

Stage Four Documents: Classroom Walkthrough Data, Student Data, Answers and Artifacts for each of the related areas noted above from the Curriculum Support Guide (downloadable workbook to track your answers).

Stage Five: Monitoring and Continuous Improvement

(completed yearly by ALL content areas K-12)

K-12 departments in stage five will evaluate the effectiveness of the curriculum. Staff members will be responsible for examining and reporting on student outcomes and making recommendations for further improvement and professional development.

Expected Outcomes:

- Review student assessment data to determine effectiveness of program implementation and standards aligned instruction
 - **III.3** [Annually Reset](#)
 - **III.3.A** [Prepare Data for the Annual Stepback](#)
 - [CSD Annual End of Year Stepback Data Gathering Template](#)
 - **III.1.C** [Check in to Track the Trends and Solve Quick Problems](#)
 - **III.3.B** [Step Back as a Team to Reflect on Progress and Challenges](#)
- Develop and conduct surveys to gain information about the current program.
- Conduct learning walks to observe and get feedback on classroom instructional practices.
- Continuously making improvements to curriculum maps, scope and sequence documents, assessments, and resources as necessary.
- Engaging in on-going professional development.

- Evaluate the current curriculum against multiple data sources (student achievement data, survey data, standards, mission and vision) to determine effectiveness.
 - If curriculum is no longer effective, present findings to Teaching and Learning to begin discussion of starting in Stage One.

Stage Five Documents: Student and Stakeholder Data, Answers and Artifacts for each of the related areas noted above from the Curriculum Support Guide ([downloadable workbook to track your answers](#)).

****The plan will continue to be reviewed and revised by the CSD Teaching and Learning Team for continued success.***

This document is a combination of CurriculumSupport.org framework and the curriculum review process for the Upper Perkiomen School District

FRAMEWORK CHEATSHEET

This document outlines all three phases of the process, each key action within the phases, and the steps that make up key actions. This can help you see the whole framework at a more detailed level.

Phase I: Select Materials

- 1.1 Plan Your Project
 - 1.1.1 Identify the Instructional Team
 - 1.1.2 Determine how the Final Decision will be Made
 - 1.1.3 Plan the Schedule of Quarterly Meetings
 - 1.1.4 Establish a System of Student Involvement
 - 1.1.5 Organize Your Steps and Communicate a Plan
- 1.2 Evaluate the Plan
 - 1.2.1 Ask the Instructional Team
 - 1.2.2 Review Curriculum
 - 1.2.3 Anticipate the Needs of Instruction and Core Needs
- 1.3 Develop the Rubric and Prepare for Training
 - 1.3.1 Identify Stakeholder Input
 - 1.3.2 Develop the Rubric
 - 1.3.3 Identify the Objectives You Will Develop
 - 1.3.4 Plan the Review Committee on the Rubric and Process
- 1.4 Review, Plan, and Decide
 - 1.4.1 Consult the Review and Support Committee
 - 1.4.2 Plan the Materials
 - 1.4.3 Prepare for Final Selection
 - 1.4.4 Develop the Training
 - 1.4.5 Communicate Decisions and Rubrics
- 1.5 Prepare and Distribute Materials
 - 1.5.1 Inventory Your Instructional Options
 - 1.5.2 Plan and Teach Your Options
 - 1.5.3 Communicate Materials
 - 1.5.4 Distribute the materials

Phase II: Prepare to Launch

- 2.1 Set Goals, Roles, and Monitoring Plan
 - 2.1.1 Identify the Implementation System
 - 2.1.2 Identify the Implementation System
 - 2.1.3 Identify the Implementation System
 - 2.1.4 Identify the Implementation System
 - 2.1.5 Identify the Implementation System
 - 2.1.6 Identify the Implementation System
 - 2.1.7 Identify the Implementation System
 - 2.1.8 Identify the Implementation System
 - 2.1.9 Identify the Implementation System
 - 2.1.10 Identify the Implementation System
- 2.2 Determine the Plan for Preparation and Coaching
 - 2.2.1 Identify the Implementation System
 - 2.2.2 Identify the Implementation System
 - 2.2.3 Identify the Implementation System
 - 2.2.4 Identify the Implementation System
 - 2.2.5 Identify the Implementation System
 - 2.2.6 Identify the Implementation System
 - 2.2.7 Identify the Implementation System
 - 2.2.8 Identify the Implementation System
 - 2.2.9 Identify the Implementation System
 - 2.2.10 Identify the Implementation System
- 2.3 Determine the Plan for Implementation
 - 2.3.1 Identify the Implementation System
 - 2.3.2 Identify the Implementation System
 - 2.3.3 Identify the Implementation System
 - 2.3.4 Identify the Implementation System
 - 2.3.5 Identify the Implementation System
 - 2.3.6 Identify the Implementation System
 - 2.3.7 Identify the Implementation System
 - 2.3.8 Identify the Implementation System
 - 2.3.9 Identify the Implementation System
 - 2.3.10 Identify the Implementation System
- 2.4 Determine the Plan for Training
 - 2.4.1 Identify the Implementation System
 - 2.4.2 Identify the Implementation System
 - 2.4.3 Identify the Implementation System
 - 2.4.4 Identify the Implementation System
 - 2.4.5 Identify the Implementation System
 - 2.4.6 Identify the Implementation System
 - 2.4.7 Identify the Implementation System
 - 2.4.8 Identify the Implementation System
 - 2.4.9 Identify the Implementation System
 - 2.4.10 Identify the Implementation System

Phase III: Teach and Learn

- 3.1 Teach the Plan and Gather Data
 - 3.1.1 Identify the Implementation System
 - 3.1.2 Identify the Implementation System
 - 3.1.3 Identify the Implementation System
 - 3.1.4 Identify the Implementation System
 - 3.1.5 Identify the Implementation System
 - 3.1.6 Identify the Implementation System
 - 3.1.7 Identify the Implementation System
 - 3.1.8 Identify the Implementation System
 - 3.1.9 Identify the Implementation System
 - 3.1.10 Identify the Implementation System
- 3.2 Teach Back and Adjust the Plan
 - 3.2.1 Identify the Implementation System
 - 3.2.2 Identify the Implementation System
 - 3.2.3 Identify the Implementation System
 - 3.2.4 Identify the Implementation System
 - 3.2.5 Identify the Implementation System
 - 3.2.6 Identify the Implementation System
 - 3.2.7 Identify the Implementation System
 - 3.2.8 Identify the Implementation System
 - 3.2.9 Identify the Implementation System
 - 3.2.10 Identify the Implementation System
- 3.3 Actually Teach
 - 3.3.1 Identify the Implementation System
 - 3.3.2 Identify the Implementation System
 - 3.3.3 Identify the Implementation System
 - 3.3.4 Identify the Implementation System
 - 3.3.5 Identify the Implementation System
 - 3.3.6 Identify the Implementation System
 - 3.3.7 Identify the Implementation System
 - 3.3.8 Identify the Implementation System
 - 3.3.9 Identify the Implementation System
 - 3.3.10 Identify the Implementation System

The five stages come from Upper Perkiomen School District: <https://www.upsd.org/academics/curriculum-review>