School District of Jefferson Curriculum Renewal and Design Plan

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Introduction

We believe all students can learn, and it is our duty to ensure that all students do learn. We accomplish this by developing a comprehensive, integrated approach that provides system-wide support to schools, families, and the community.

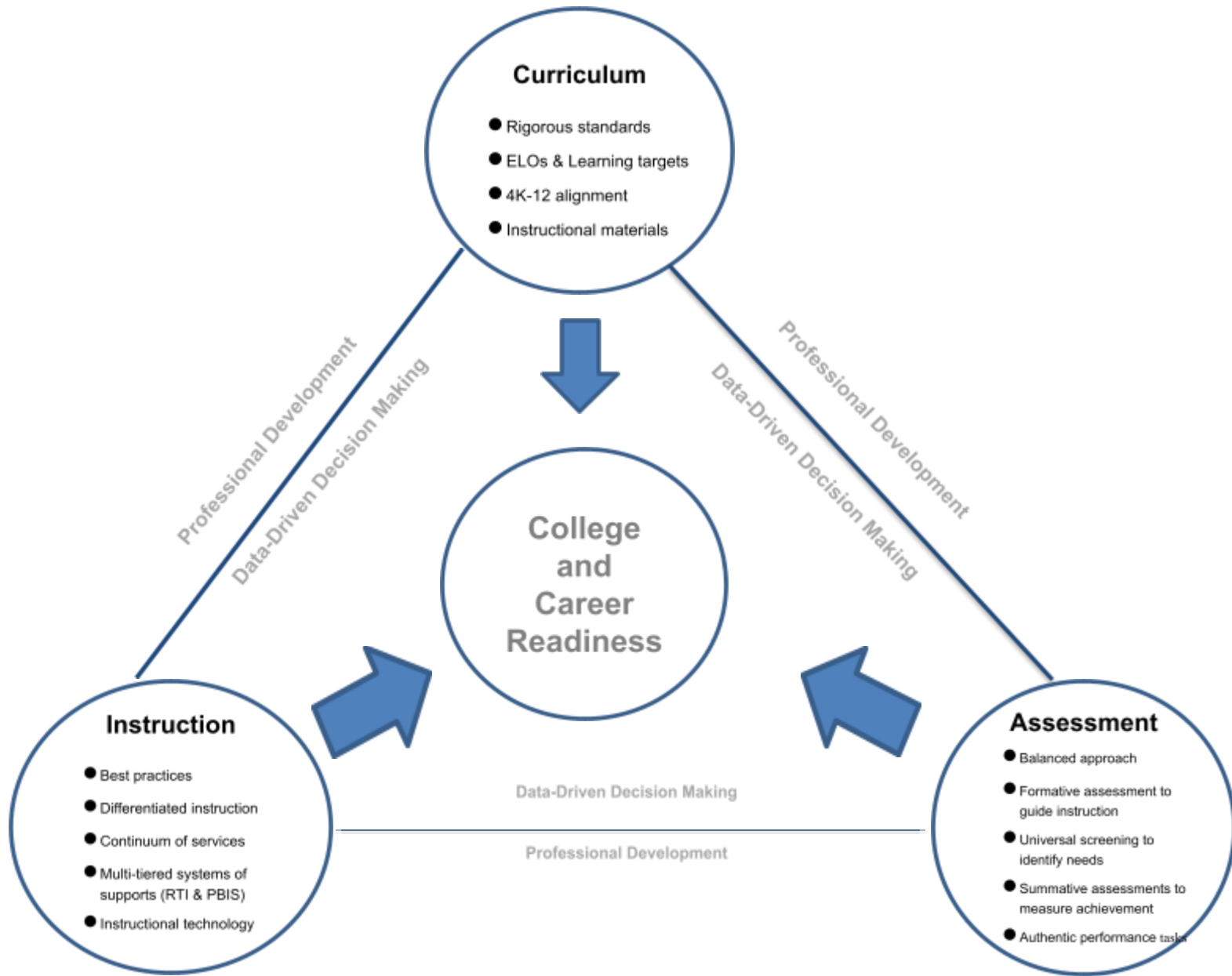The School District of Jefferson has a history of commitment to excellence in education. The School Board and district citizens have endorsed this commitment by supporting the development, implementation, and evaluation of the curriculum. Administrators and staff members have worked together to design and implement instructional programs which will meet the many and diverse needs of students from pre-kindergarten through grade twelve. While there are many reasons to be proud of the district's instructional program, excellence demands a dedication to continuing evaluation and improvement.
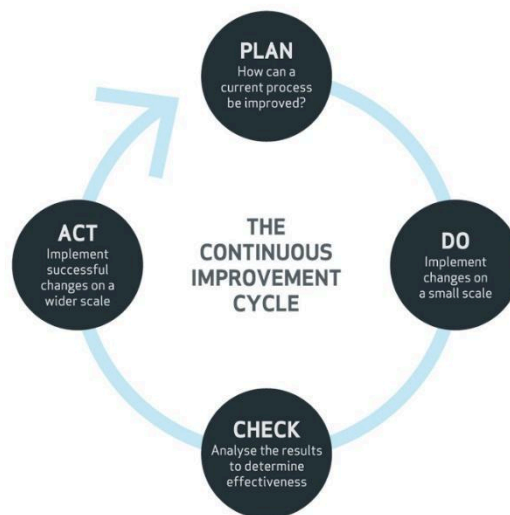
The district's priority is to increase the achievement of all students. There are three key ways in which that occurs: 1) improving teacher practice, 2) alignment of the curriculum with more rigorous standards, and/or 3) removing barriers to learning so all students experience more success. This document lays out a framework that seeks to accomplish all three. The district believes it is important to provide for continuous renewal to meet the changing needs of students and our society. The guide is intended to provide direction, coordination and structure for district teachers, administrators and leadership teams as they strive for excellence.

THE SDoJ CONTINUOUS SCHOOL IMPROVEMENT FRAMEWORK

Curriculum
- Rigorous standards
- ELOs & Learning targets
- 4K-12 alignment
- Instructional materials

Professional Development

Data-Driven Decision Making

Professional Development

Data-Driven Decision Making

College and Career Readiness

Instruction
- Best practices
- Differentiated instruction
- Continuum of services
- Multi-tiered systems of supports (RTI & PBIS)
- Instructional technology

Data-Driven Decision Making

Professional Development

Assessment
- Balanced approach
- Formative assessment to guide instruction
- Universal screening to identify needs
- Summative assessments to measure achievement
- Authentic performance tasks

Empowering Futures Together

SCHOOL DISTRICT OF JEFFERSON

OUR MISSION

Empowering Futures Together

OUR VISION

All Students Positively Impact Society

Foster Student Engagement and Learning

- Develop and implement high-leverage instructional practices that address opportunity gaps and support student growth.
- Foster a climate and culture for engagement, collaboration, and belonging.

Connect School & Community Through Partnerships

- Prioritize transparent communication that builds trust within the community while engaging diverse groups and strengthening family voice.
- Promote meaningful relationships and dialogue between school and community to ensure access and representation.

Cultivate Staff Growth for Leadership and Retention

- Implement ongoing research-aligned professional learning to achieve desired student outcomes.
- Foster a climate and culture for engagement, collaboration, and belonging.

Continuously Improve Services and Operations

- Align resources in a sustainable, responsible, and flexible manner to meet the evolving needs of the district and community.

DISTRICT PILLARS AND 5-YEAR STRATEGIC OBJECTIVES

OUR COMMITMENTS

We commit to:

SAFETY & BELONGING • Creating and maintaining a safe, productive environment where all people are treated with respect and dignity.

ENGAGEMENT • Providing all students with relevant, high-quality core instruction, empowering them to discover their passion and reach their full potential.

GROWTH & ACCOUNTABILITY • Developing successful outcomes for every student by eliminating inequities through self-reflection, growth, and action.

COMMUNICATION & OUTREACH • Actively fostering family engagement and community involvement to build positive relationships, trust, and commitment.

DEVELOPMENT • Taking responsibility for developing academically, socially, and behaviorally responsible citizens across our entire learning community.

For more information please visit our SDoJ strategic Plan website:
https://www.sdoj.org/district/strategic-plan.cfm

Curriculum Renewal and Design Overview

Key Principles

Under the guidelines of Wisconsin State Statute 118.01, the School District of Jefferson engages in an ongoing process of curriculum renewal/design and the acquisition of instructional materials with the goal of providing a high-quality, engaging curriculum across all content areas. The process is used to evaluate needs and renew the existing curriculum or design a new curriculum. The process relies significantly on collaboration among teacher leaders and administrators across all curriculum areas. It focuses on using data to align with rigorous academic standards in the content area and create a common vision of program design and implementation.

During all phases of the curriculum renewal and design process, participants should consider these key principles to guide and inform their work:

- High quality curriculum fosters a deep approach to learning by considering core competencies, authentic learner engagement, and alignment between levels.

- Flexibility within the curricular framework provides opportunity for student voice, continuums of practice, and personalization to engage all learners in authentic, meaningful learning activities.

- Curriculum across all content areas should promote an interdisciplinary approach while emphasizing the need for relevant literacy activities for all learners.

- High quality curriculum infuses technology, 21st century themes, and the development of learner skills and dispositions with the exploration of career pathways and global citizenship.

- Identified curriculum and instructional practices embeds research-based best practices while interfacing with current and emerging theory and cutting edge instructional practice.

- High quality professional development is integral to the successful implementation of new curriculum and instructional materials.

- Ongoing curriculum renewal provides a means for the procurement of human and fiscal resources to implement the continuous improvement process.

Member Roles and Responsibilities

Curriculum Renewal and Design in an on-going, multifaceted process that involves a variety of stakeholders.

The roles and responsibilities identified in seeking school board approval.

1. The Director of Curriculum and Instruction supervises the Curriculum and Renewal and Design Process to ensure that all steps are followed.

2. The Director of Curriculum and Instruction reviews the work of each Curriculum Area Team to determine curriculum writing plans, make adjustments in resource availability, adjust the curriculum review and adoption cycle, develop a professional development plan, and budget to support priorities.

3. The Director of Curriculum and Instruction reviews and provides feedback on new course proposals, resource adoption and/or alteration, professional development planning, and budget allocation. This ensures alignment with district vision, coordination between departments, and consistent district-wide communication.

4. The Director of Curriculum and Instruction communicates the progress of teams with the School Board.

5. Curriculum Area Team Leaders provide leadership in team organization and scope of work.

6. Each Curriculum Area Team works collaboratively to develop and design curriculum, make proposals for adding and deleting courses and make recommendations for resource adoption.

7. The School Board approves all changes to the curriculum, including revised curriculum, new course proposals, the purchase of new instructional materials, and changes in programs of study.

Curriculum Renewal and Design Process

Three Phase/Seven-year Cycle

Phase 1	

Year 1	**Self-study & Review**
	● Establish a Curriculum Area Team for program review
	● Evaluation of program/curriculum data (Assess the effectiveness of current programming)- Link to Analysis Process
	   ○ Analysis of State Standards and ELOs- Standards Analysis Protocol
	   ○ Research on best practice, instructional strategies and innovation within the content area
	   ○ Review professional organization recommendations
	   ○ Develop/refine program philosophy and vision
	● Review scope/sequence & Curriculum Map- Link to Course Guide Template
	   ○ Determine Essential Learning Outcomes (ELOs), Common Formative Assessments (CFAs)
	   ○ Unit Design
	   ○ Intervention and Enrichment
	● Submit a request for new course proposals or sequences- if needed- Link to HS Course Proposal Process
	● Review of Wisconsin benchmark district's programming and data
	● Identify potential curriculum materials/resources

Year 2	**Curriculum Review & Material Selection** ● Review Year 1 progress (Scope and sequence, Curriculum Map) ● View presentations of potential program/materials from vendors ● Establish materials evaluation rubric ● Plan, train, and implement for Pilot ● Pilot program for curricular materials (if needed), collect data/feedback ● Finalize Curriculum Mapping ● Finalize selection of materials (Dec-March)- Link to Curriculum Area Team Proposal Form ● Presentation to the Board (Late Feb/early March) ● Order new materials ● Create an implementation plan (including professional development, walk-through fidelity checks, teacher survey)

Phase 2	
Year 3	**Initial Implementation** ● Implement curriculum ● Implement professional development ● Implement new instructional materials (including MTSS materials) ● Collect district-wide standards based assessment data (fidelity walk-throughs, assessment data, teacher survey) ● Identify future professional development needs
Year 4	**Mid-point Review** ● Continue Professional development ● Review data ● Identify areas of strength/weakness ● Develop refinements to Curriculum Map

Phase 3	
Year 5-7	**Implementation & Refinement** ● Implement refinements ● Evaluate program data ● Refine as needed ● provide professional development as needed

School District of Jefferson - Curriculum Review Cycle

YEAR	Year 1 **Self-study & Review** (Start in Spring/Summer before Year 2)	Year 2 **Curriculum Review & Material Selection**	Year 3 **Initial Implementation**	Year 4 **Implementation & Mid-point Review**	Year 5 - 7 **Implementation & Refinement**		
2022-2023	4K-5 Math PE/Health	K-12 Science Art	K-12 Social Studies	CTE- (Business, Tech Ed, FACE, Ag.) World Language	6-12 ELA Music	4K-5 ELA	9-12 Math SEL- Counseling
2023-2024	6-12 Math SEL- Counseling	~~4K-5 Math~~ *Paused* PE/Health **6-12 Math** **SEL- Counseling**	K-12 Science Art	K-12 Social Studies	CTE- (Business, Tech Ed, FACE, Ag.) World Language	6-12 ELA Music	4K-5 ELA
2024-2025	~~4K-5 ELA~~ **4K-5 Math**	~~6-12 Math~~ ~~SEL- Counseling~~ **4K-5 ELA**	**6-12 Math** **SEL- Counseling**	K-12 Science Art	K-12 Social Studies **PE/Health**	CTE- (Business, Tech Ed, FACE, Ag.) World Language	6-12 ELA Music
2025-2026	6-12 ELA Music	~~4K-5 ELA~~ **4K-5 Math**	**4K-5 ELA**	**6-12 Math** **SEL- Counseling**	K-12 Science Art	K-12 Social Studies **PE/Health**	CTE- (Business, Tech Ed, FACE, Ag.) World Language
2026-2027	CTE- (Business, Tech Ed, FACE, Ag.) World Language	6-12 ELA Music	**4K-5 Math**	**4K-5 ELA**	**6-12 Math** **SEL- Counseling**	K-12 Science Art	K-12 Social Studies **PE/Health**
2027-2028	K-12 Social Studies **PE/Health**	CTE- (Business, Tech Ed, FACE, Ag.) World Language	6-12 ELA Music	**4K-5 Math**	**4K-5 ELA**	**6-12 Math** **SEL- Counseling**	K-12 Science Art
2028-2029	K-12 Science Art	K-12 Social Studies **PE/Health**	CTE- (Business, Tech Ed, FACE, Ag.) World Language	6-12 ELA Music	**4K-5 Math**	**4K-5 ELA**	**6-12 Math** **SEL- Counseling**

Proposals and Recommendations

The Curriculum Review Leaders consider the work and discussion of each team to make recommendations and submit proposals for curriculum work to be reviewed by the Director of Curriculum and Instruction.

1. **Mid-Year CAT Recommendations:** Mid-year recommendations are completed during years 4-10 of the Curriculum Review and Adoption Cycle. These recommendations include a summary of the needs and requests of each review team. Mid-year recommendations reflect the needs in the area of curriculum writing, resources, and professional development. Recommendations are used to assist the Director of Curriculum and Instruction in planning for summer curriculum work, budget development, and professional development. These recommendations include:

   o **Curriculum writing requests**, which identify the needs of the team to further develop curriculum such as revisions, curriculum mapping, assessment building, or report card alignment. Requests should include a short description of the work scope, timeline for completion, and estimated budget.

   o **Resource adjustments**, which reflect the team's desire to modify or adjust the use of materials. Examples include the addition of a teacher resource or modification of a digital subscription. The team may also request funding to adopt materials outside of the identified Curriculum Review and Adoption Cycle. Link to Resource or Curriculum Adjustment Recommendation

   o **Professional development needs**, which articulate additional training needed by teachers. These requests provide the foundation for the creation of a professional development plan. Anticipated expenses for professional development activities are included to assist in budget development.

2. **New Course Proposals***:* Each Summer/early Fall, each department should review the curriculum and the changing needs of students for career and college readiness. This alignment may necessitate a new course of study. When proposing a new course of study department teams conduct a need analysis and review research to articulate a rationale for the course. In making the proposal course enrollments, resource requirements, teacher certifications, budget impact and professional development needs are considered. The Administration (Principals and Director of Curriculum and Instruction) reviews course proposals before being submitted to the Board of Education for approval. Link to HS Course Proposal Process

3. **Resource Adoptions:** Any Curriculum Area Team in the pilot year of the Curriculum Review and Adoption Cycle should submit their proposal for Resource Adoption (Appendix C). Curriculum Area Teams follow the Resource Adoptions Procedures and Guidelines (Appendix D) when developing proposals. Adoption proposals are reviewed by the Director of Curriculum and Instruction before being submitted to the School Board for approval. - Link to Curriculum Area Team Proposal Form

The Director of Curriculum and Instruction reviews all recommendations and proposals. This allows for coordination within and between departments ensuring a unified vision and direction. Each Curriculum Area Team or Department will have the opportunity to provide additional feedback for revisions and professional development. This is also a time to commit to the summer work scope.

Monitoring the Curriculum

Monitoring the curriculum involves determining to what extent the approved curriculum has been implemented. Close monitoring of the curriculum ensures that students learn skills and gain knowledge in a coherent progression. The district curriculum has been carefully sequenced, articulated, and designed. Monitoring ensures consistent implementation across the district.

1. **The intent is to emphasize collective efficacy**. Collective efficacy refers to a staff's shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.
2. **Establish a culture that values continuous improvement**. Monitoring facilitates a continuous improvement process and emphasizes the improvement of student learning. Curriculum development and renewal is an ongoing process, not a single event.
3. **Ensure that resources are available in all classrooms**. Instructional materials must be ordered to ensure that they will be available for teachers, including those new to a particular grade level, subject area, or course.
4. **Provide ongoing professional development that is sensitive to teachers' needs**. Professional development must assist with ongoing needs and be intentional, relevant, and aligned to district goals.
5. **Analyze student assessment results**. Through the continuous improvement process, each CAT should examine district-wide results from an analytical perspective. Such a perspective systematically examines the following issues.
   - Was the assessment congruent with the curriculum?
   - Were the texts and other instructional materials congruent with the curriculum?
   - Was sufficient time devoted to the content included in the assessment?
   - Were effective instructional approaches used?
   - Was the curriculum itself of high quality?
   - Which groups of students performed below expectations? Do they need additional time, more varied materials, or diversified teaching and learning activities?

Curriculum monitoring is a problem solving process and part of the PLC process that supports continuous improvement and collaboration and ensures district curriculum coordination while honoring teacher expertise.