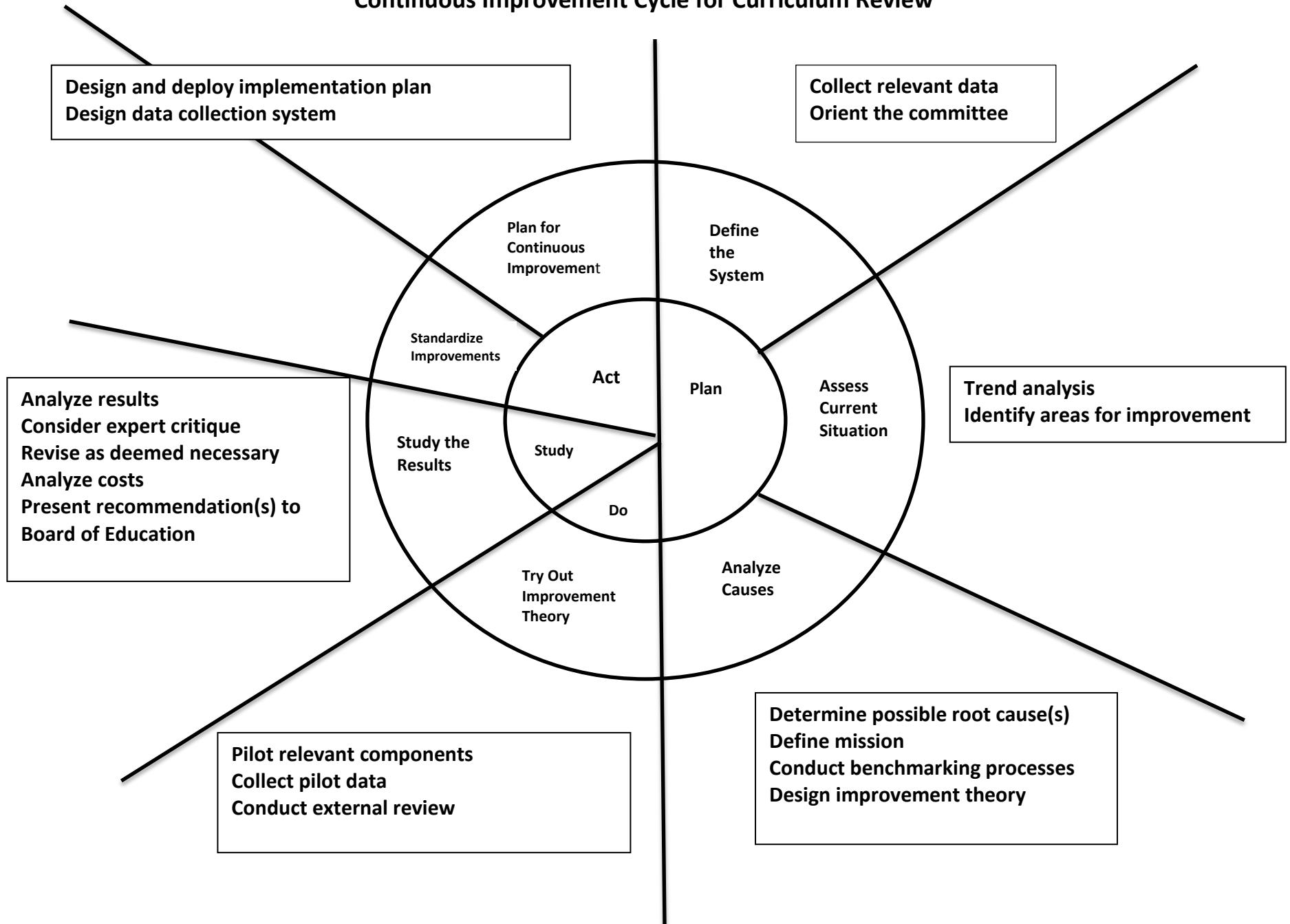


# Batavia Public Schools Curriculum Review Process



# Continuous Improvement Cycle for Curriculum Review



# PLAN

## **Define the System**

**Purpose:** To provide background for the upcoming review by collecting relevant data and orienting the committee.

**Outcome:** The Subject-area Leadership Team understands the scope of the project. The Leadership Team is knowledgeable of pertinent district initiatives and discipline-based research. Data is ready for analysis. A system description is developed.

### **Steps:**

Collect relevant data: Prior to convening the committee, gather data on:

- 1) Student achievement,
- 2) Current instructional processes,
- 3) Stakeholder satisfaction
- 4) Current curriculum implementation, and
- 5) Current research-based best practices.

Pertinent student achievement data includes, but is not limited to, student performance on summative and formative measures such as ISAT, MAP and other Type 1, 2, and 3 assessments. Stakeholder satisfaction data can be gathered from students, parents, and teachers through surveys, focus-groups or other qualitative and/or quantitative measures. Data coaching and support will be available to the team to collect the relevant data.

Current levels of implementation of curriculum and instructional processes may be determined via instructional practices walk-throughs, staff surveys, focus groups, and/or interviews, or in analyses provided through the Batavia Education Program Review process.

Orient the Committee: Convene and orient the committee regarding current curriculum implementation, mission, and pertinent background information related to the work of previous committees. National and local experts in the respective disciplines can provide invaluable information and references either through workshops or publications to provide a committee with the most recent research on best practices. The committee should also develop a common understanding of terminology and practices associated with continuous improvement, standards-based instructional design, and differentiated instruction.

## **Assess Current Situation**

**Purpose:** To gain knowledge of current system performance by analyzing data.

**Outcome:** Identify opportunities for improvement.

## **Steps:**

Trend Analysis: If available, provide the committee with the data to be analyzed to develop an understanding of the level of implementation of previous initiatives and the subsequent impact on student achievement and student/staff satisfaction. Attention should be focused on disaggregating the data using the district identified sub groups. Analyze data to identify trends of continuous improvement and current implementation levels. Data coaching and support will be available to the committee to analyze the subject-area student achievement data.

Identify areas for improvement: Determine the extent to which the rate of improvement is in alignment with growth targets. Identified misalignments become the areas for improvement.

## **Analyze Causes**

**Purpose:** To develop a theory for system improvement

**Outcome:** Improvement theory

## **Steps:**

Determine possible root cause(s): Identify root causes. Root cause(s) of a misalignment may be a result of factors related to one or more of the following:

- Curriculum content,
- Instructional strategies,
- Alignment of resources,
- Adequacy of the assessment system (formative and summative),
- Staff knowledge or skills.

Define mission: Develop or refine a mission statement for the curriculum area under review , using the results of a thorough analysis of data and root causes.

Conduct benchmarking processes: The benchmarking process includes both the identification of school systems that embrace a similar mission and that have demonstrated high levels of student achievement. In the benchmarking process committee members will gather details on what initiatives these school systems have undertaken to achieve such high results and develop an understanding of how the initiatives were implemented.

Design improvement theory: After completing the benchmarking processes, the committee will develop an improvement theory. The theory will result in a recommendation for one or more of the following:

- Revised curriculum
- Review and select updated/current resources
- Selection or revision of assessment system(s)
- Staff development emphasizing the knowledge and skills identified as needing improvement (instructional strategies)
- Continuation of current curriculum

- Develop curriculum

The Subject-area Leadership Team will present the Curriculum and Assessment Advisory Council (CAAC) with a summary of their analysis and improvement theory prior to designing an Improvement/Assessment Plan. The Subject-area Leadership Team will present their plan in writing to the CAAC, receive written feedback from the committee, and then join the CAAC for a professional conversation to approve the plan.

Design Improvement/Assessment Plan: Using the improvement theory, the Subject-area Leadership Team will design an improvement plan, including a plan to collect data for assessing the success of the improvement theory.

The Subject-area Leadership Team will present the Curriculum and Assessment Advisory Council (CAAC) with the Improvement/Assessment Plan prior to convening the Subject-area Task Force.

Essential Elements in the Improvement/Assessment Plan include the following:

- Rationale statement for the plan
- Details of the recommendation, including the instructional plan
- Assessment of needed resources
- Assessment of needed professional development (will be shared with PLAC)
- Plan for differentiation
- Data Collection Plan
  - What data will be needed?
  - How will the data be collected?
  - Where will data be stored?
  - What form will the data need to be collected in?
  - When will data be needed?
- Proposed timeline for the Improvement/Assessment Plan
- Communication/meeting plan between Leadership Team and Task Force

# DO

## Try Out Improvement Theory

**Purpose:** To test the improvement theory

**Outcome:** Student achievement and stakeholder satisfaction data is collected on all components being piloted.

**Documents/Artifacts Needed:**

Sample letter for external review

Guidelines for stipend committees

**Steps:**

Pilot relevant components: Identify teachers who will pilot the recommendations.

Collect data: Collect student achievement data from pilot classrooms. Staff and, where appropriate, student and parent satisfaction data are collected on the appropriate pilot components. Summative and formative assessments may be developed or refined to collect appropriate data for the review.

Conduct external review: Develop specific criteria to focus the external review. Content experts are selected and invited to critique the products generated by the committee.

# STUDY

## **Study the Results**

**Purpose:** To see if the theory worked

**Outcome:** Decision to standardize or abandon the improvement theory actions.

### **Documents/Artifacts Needed:**

Cost Analysis Worksheet

BOE Curriculum Review Summary Sheet

### **Steps:**

Analyze results: Analyze achievement and satisfaction data from staff, students, and parents involved in pilot processes to determine impact.

Consider expert critique: The committee reviews the feedback from the expert review.

Revise as deemed necessary: Necessary revisions to the appropriate component(s) are made based on the analysis of data and external feedback.

Analyze costs: Gather input from committee on necessary quantities by school/teacher/student of all products for implementation. Review the current inventory from pilot process and from school inventories. These data are correlated with the anticipated student enrollment and number of teachers using the products. Cost analysis is then generated which includes estimated shipping and handling costs.

Present recommendation(s) to the CAAC: Solicit committee members to formulate and present recommendation(s) to the CAAC. The report delineates the PDSA cycle along with relevant documents (including parent feedback) required for approval as per Board of Education policies. The CAAC will review plans/artifacts and may make recommendations to the Board of Education Policy Committee.

BOE Curriculum Review Summary Sheet

- Recommendation
- Rationale
- Results (quantitative and/or qualitative)
- If recommended, implementation plan
- If not recommended, next steps (Plan, Do)

# ACT

## **Standardize Improvements**

**Purpose:** To fully implement the improvement theory district/level-wide

**Outcome:** The improvement initiatives are fully implemented throughout the organization.

### **Steps:**

Design and deploy the implementation plan: Using a model for staff development evaluation, such as presented in *Assessing Impact: Evaluating Staff Development* by Joellen Killion, develop an implementation plan to deploy the initiatives across the organization. Select and train facilitators to support implementation at the building level. Facilitators will meet monthly with the Chief Academic Officer or designee to monitor implementation of curriculum, instruction and assessment. Implementation support should occur for a minimum of two years following the release of new curriculum.

Design data collection system: Design and conduct processes to monitor implementation, achievement, and satisfaction over time to track progress toward continuous improvement.

Identify professional development plan: Team will work with the PLAC to refine and implement a curricular professional learning plan aligned to the improvement plan and design.





*The Batavia Public Schools Curriculum Review Cycle is designed to systematically review curriculum and strategically plan for curriculum changes or revisions. This is especially important to coordinate for our elementary teachers who teach all core content areas. This plan is based on the changes to state standards (Common Core and Next Generation Science Standards) and on aligning curricular programs K-12. The committee will attempt to honor the subject-area teachers who request their content area go through curriculum review but will be balanced by budgetary constraints and the challenges of thoughtful implementation.*

**Batavia Public Schools Curriculum Review Cycle**

Revised 2013 (reviewed quarterly by CAAC)

	Math	English/Lang Arts	Science	Social Studies	World Language	Music	Art	Physical Education	Specials/Exploratory/Elective
2012-2013	Plan								Staff from "other" curricular areas will meet in 2013-2014 to plan a timeline for curriculum review for their subject area: LRC, Wellness, Technology, Instructional Technology, Family and Consumer Science, Graphic and Communication Arts, etc.
2013-2014	Do/Study	Plan	Plan					Plan/Do	
2014-2015	Act	Do	Do/Study	Plan			Plan/Do	Study/ Act	
2015-2016	Act	Study	Act	Do	Plan		Study		
2016-2017		Act	Act	Study	Do/Study	Plan/Do/ Study	Act		
2017-2018		Act		Act	Act	Act			
2018-2019	Plan			Act			Plan/Do	Plan/Do Study	
2019-2020	Do/Study		Plan				Study	Act	
2020-2021	Act	Plan	Do/Study		Plan		Act		
2021-2022	Act	Do	Act	Plan	Do/Study	Plan/Do/ Study			
2022-2023		Study	Act	Do/Study	Act	Act			
2023-2024		Act		Act			Plan/Do	Plan/Do Study	
2024-2025		Act		Act			Study	Act	

