

INDEPENDENT SCHOOL DISTRICT 719
PRIOR LAKE - SAVAGE AREA SCHOOLS**603 CURRICULUM DEVELOPMENT****I. PURPOSE**

As per MN statute, school districts must adopt annually a written policy that directs action on the following:

- District goals for instruction including the use of best practices; district and school curriculum, and achievement for all student subgroups;
- Process for evaluating each students' progress toward meeting academic standards and identifying strengths and weaknesses of instruction and curriculum affecting students' progress;
- System for periodically reviewing all instruction and curriculum;
- Plan for improving curriculum, instruction, and student achievement; and
- Education effectiveness plan that integrates including education effectiveness processes and integration of instruction, curriculum, and technology.

The school board has established district-wide goals in its Strategic Plan. Staff will incorporate into these goals the graduation requirements and education standards contained in the Minnesota Academic Standards and the World's Best Work Force. Instructional improvement goals will be developed annually through the office of learning, achievement, and innovation based on the goals in the district strategic plan and data collected in curriculum review.

II. DEFINITION

- A. Continuous Improvement: A process in which programs are reviewed on a continual rather than intermittent basis.
- B. Best practices: Practices for curriculum and instruction that are recommended in educational literature and research.
- C. Student subgroups: There are seven (7) student ethnicity subgroups that are tracked by MDE as well as information specific to students identified as English Learners; Special Education; Free/Reduced Priced Lunch; and Homeless.
- D. Academic standards: Minnesota's state standards.
- E. Teaching & Learning Advisory Committee (TLAC): Advisory committee on topics related to curriculum, instruction & assessment.

III. GENERAL STATEMENT OF POLICYCurriculum and Instruction: Plan for Continuous Improvement

Prior Lake-Savage Area Schools has a responsibility to provide for the instructional needs of students enrolled in the district and to articulate a district curriculum. Prior Lake-Savage Area Schools will involve residents, the Board of Education, students and professional staff in the review of curriculum. Significant characteristics of this curriculum improvement plan include the following:

- A. Legislative changes pertaining to curriculum will be reviewed and acted upon annually.

- B. Minimal requirements of the Minnesota Department of Education and the state legislature will be met or exceeded whenever fiscally possible.
- C. Curriculum planning will meet statutory requirements.
- D. Minnesota Academic Standards and/or National Standards shall be a focus within each evaluation cycle.
- E. The continuous improvement process will allow for changes in the curriculum outside of the review timeline when necessary as per state or federal mandates.
- F. Comments and advice will be sought from parents/legal guardians, students, teachers, and members of the community.
- G. Develop a local literacy plan in alignment with the Minnesota Statute (i.e. READ Act of 2023), to have every child reading at or above grade level no later than the end of grade 3, including English learners and teachers providing comprehensive, scientifically based reading instruction consistent with law.

Guidelines

The purpose of the Prior Lake-Savage Area Schools continuous improvement process is to facilitate high achievement for all learners by continuously improving the quality and articulation of the learning experiences we deliver. Through ongoing study and evaluation of our system we align classroom assessment, instruction, and feedback practices aimed at high student achievement.

This framework provides a structure for professional practice that is used by staff to engage and motivate all learners to acquire, practice, and apply their learning in varied and meaningful contexts. In order to support teachers in this work, the Prior Lake-Savage Area Schools are committed to engaging staff in high-quality, ongoing, embedded professional learning and providing up-to-date instructional resources that reflect evidence-based best practice.

Elementary and secondary programs will be evaluated through a continuous improvement process. The curricular areas to be included are:

- A. English/Language Arts
- B. Mathematics
- C. Social Studies
- D. Science
- E. Music
- F. Art
- G. Physical Education
- H. Health
- I. Computer Science
- J. World Languages
- K. Applied Academics:
 - Career Education
 - Technology Education
 - Business Education
 - Family and Consumer Science

In addition to the Curricular areas noted above, specialized programs (i.e. Spanish Immersion, MNCAPS, etc.), will also be subject to review on a periodic basis.

Implementation and Monitoring Continuous Improvement Process

A. REVIEW CYCLE

The continuous improvement process is informed by the Plan-Do-Study-Act framework and

Implementation Science. The components of the continuous improvement process involve district and/or school level areas, including disciplines, programs, and/or services.

Stakeholder groups, which may include teachers, administrators, parents/legal guardians, students, and/or community members, engage in this process to respond to the need for systemic change as the result of a formal study and review with just-in-time and ongoing improvements.

Pre-Planning

Purpose: To establish a foundation for the upcoming review by collecting essential resources and determining system readiness and parameters.

Defining the Process

Purpose: To plan and prepare for the upcoming review process by soliciting stakeholder membership, identifying and collecting relevant data, and developing a shared understanding of the review process.

Assess Current Situation

Purpose: To assess the current reality of a specific program area by conducting a comprehensive analysis of data, identifying potential areas for improvement, examining existing practices, curriculum, and resources, and making suggestions for improvements.

Analyze and Develop Curriculum

Purpose: To examine all options for a specific area by designing an improvement theory, identifying shifts in practice, creating a guaranteed and viable curriculum, exploring various resources, and developing an evaluation process to collect evidence.

Implement and Engage in Continuous Improvement

Purpose: To prepare for full implementation of identified improvements by establishing a standard process for large scale implementation, designing a data collection system to ensure implementation fidelity, and creating a plan for professional learning and resource allocations.

B. EVALUATION PROCEDURES

The district shall periodically seek feedback from constituents about the level of satisfaction with school and include these results in the World's Best Work Force Report.

C. DISTRICT TEACHING AND LEARNING ADVISORY COMMITTEE (TLAC)

As per MN statute, 120B.11 and in alignment with School Board Policy 213, the district is required to have an advisory committee that actively participates in the process of reviewing and improving curriculum and instruction. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent/legal guardian, teacher, support staff, student, community residents, and administration representation and shall provide translation to the extent appropriate and practicable. Whenever possible, parents/legal guardians and other community residents shall comprise at least two-thirds of advisory committee members.

D. BOARD OF EDUCATION

1. Upon receipt of final state assessment results the District shall report the following:
 - a. student performance goals for meeting current state academic standards;
 - b. results of local assessment data, and any additional test data;
 - c. annual district improvement plans including staff development goals;

- d. and progress on previous improvement plans
2. The school district shall publish the World's Best Work Force Plan and make it available to residents of the district. A copy shall be sent to the Minnesota Department of Education commissioner by December 1.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.12 (Reading Proficiently No Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: [Policy 213 \(School Board Committees\)](#)
[Policy 613 \(Graduation-Early Completion of Requirements\)](#)
[Policy 616 \(School District System Accountability\)](#)
[Policy 620 \(Credit for Learning\)](#)

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An Equal Opportunity School District