

The North Lake School District will strive for continuous quality improvement for all students by creating a dynamic and rewarding educational environment that reflects these key concepts:

- Process and performance-based learning
- Best practice in all content areas
- The use of quality assessment tools
- A commitment to collaborative philosophy
- Data driven decision-making process

We believe in continuous assessment of student achievement through data collection. This review shall take place at the following levels: district, school, and classroom. The programs of North Lake School District shall reflect:

- Continuous evaluation of our curriculum
- Articulation of grade level outcomes through curriculum focus teams
- Program ownership by staff
- Best educational practices
- Reading and writing integrated throughout the curriculum

Governance for Recommendation and Approval of Curriculum

Director of Programs and Assessment:

Provide data systems, researched-based options, guidance, and motivation.

Staff Council:

Review data, identify needs, and recommend curricular initiatives

Curriculum Focus Team:

Research curricular options (minimum of three), bring in and evaluate curricular materials, write objectives and assessments, advise staff development, and recommend adoptions to the Director of Programs and Assessment

Director of Programs and Assessment:

Review recommendations, revise plan, and report to the Superintendent and School Board

Superintendent:

Review recommendations, revise plan, and endorse curricular initiative to the Board of Education

North Lake School Board of Education:

Review and approve curricular initiatives as well as approve all expenditures to support the development of new curriculum.

Outcomes of the Continuous Improvement Curriculum Cycle

Standards-Based Curriculum

All curriculum areas are reviewed constantly with subject area outcomes aligned with state standards. These outcomes will state what we expect students in the North Lake School District to know and be able to do.

Assessment

A three-tiered assessment model will be designed to collect data of student performance at all levels: District (*WKCE, Third Grade Wisconsin Reading Test, Second and Sixth Grade Terra Nova*), School (*Grade Level Benchmarks*), and Classroom (*Portfolios*). This process will include the identification of personal and group strengths and weaknesses based on Wisconsin State Standards.

Staff Development

Adequate support and training are essential for the success of new programs and/or materials. The North Lake Staff Council, in partnership with the Director of Programs and Assessment, will recommend curricular initiatives to the Curriculum Focus Team, who will research, evaluate and recommend materials, write objectives and assessments, and plan for the training and development of the staff.

Program Evaluation

Evaluation of programs will occur when data suggests a need for change, or the Staff Council proposes a change based on best practices or student need. As a standard, all programs will be evaluated on a K-8 basis. There will be a constant review of present programming based on gathered data from said examinations. (See Assessment) Staff development and/or materials may be offered as a result of this analysis. The Curricular Focus Team will be charged with the responsibility to use the North Lake Curricular Materials Evaluation Document to guide their decision regarding materials adoption. (See North Lake School Curricular Materials Evaluation)

Description of Organizational Structure

Director of Programs and Assessment

This position oversees the three processes of curriculum development, staff development, and assessment (Student Outcomes). He/She reports to the Superintendent.

Staff Council

This team consists of up to eight staff members and the Director of Programs and Assessment. The recommended personnel to serve on this team include: two representatives from the K-2 team, two representatives from the 3 – 5 team, two representatives from the middle school team, one representative from the special education team, and one representative from the specials team. The goal of this team is to investigate instructional practices and structures as vehicles for enhancing student achievement. This is done through evaluating student assessment data (See Assessment), current programs, and classroom processes and outcomes. An annual curriculum audit will be completed each April to revisit curricular alignment with the state standards. Through this evaluation process, the Council will identify curricular needs and recommend initiatives to create a Curricular Focus Team for the following school year. This evaluation process may also identify supplementary curricular needs through materials to support current curriculum.

Curricular Focus Team

This team is formed based on the recommendation of the North Lake Staff Council to research curriculum, programming, assessments, and staff development options. This team is comprised of up to six staff members from core curricular areas and at least one staff member from specials areas. Parents will be considered in the process of selecting curricular materials and at least one parent should be included in the final selection team. At least one board member will serve on or as a liaison to this team.

Curricular Focus Team (continued)

A curriculum representative from Arrowhead High School will be consulted on all middle school curricular decisions to assure alignment with their programming. After sufficient research is complete and a collaborative effort has been made to research curricular options based on best practices and materials, the team will develop a plan to write essential concepts, benchmarks, objectives, scope and sequence, and assessments. Based on this information, the team will recommend program changes, material adoptions, staff development, and assessment plans to the Director of Programs and Assessment. When selecting materials, at least three sources will be evaluated using the *North Lake Curricular Materials Evaluation*.

Curricular Rotation

Each year, North Lake School will form at least one core subject Curricular Focus Team (Reading, Writing, Math, Science, Social Studies), and one Curricular Focus Team from a special area (P.E./Health, Instrumental/ Vocal Music, Art, Foreign Language). An annual curricular rotation has been established, but the Staff Council reserves the right to amend the recommended rotation based on student outcomes and/or local needs. There may be situations by grade level that will receive curricular priority based on Staff Council decisions. (For example, if the Staff Council deems the 2nd and 4th grade social studies curriculum in need of immediate attention, it may be researched and developed in tandem with another curricular area during the same year.) All curricular materials selections will be based on Best Practices, and the Staff Council’s research data. The special area team will be determined by a four-year rotation beginning with P.E./Health in 2003 –2004. For each curricular area that is researched and developed, there must be a technology component integrated into the objectives and outcomes. The technology committee works on a three year rotation and will structure its goals to meet the needs of the curriculum cycle.

School Year	Curricular Area to be Researched and Developed	New Curriculum to be Implemented	Curricular Area to be Researched and Developed	New Curriculum to be Implemented
2003-2004	Writing	Math	PE/Health	
2004-2005	Reading	Writing	Foreign Language	PE/ Health
2005-2006	Science	Reading	Music	Foreign Language
2006-2007	Social Studies	Science	Art	Music
2007-2008	Math	Social Studies	PE/Health	Art
2008-2009	Writing	Math	Foreign Language	PE/ Health
2009-2010	Reading	Writing	Music	Foreign Language
2010-2011	Science	Reading	Art	Music
2011-2012	Social Studies	Science	PE/Health	Art
2012-2013	Math	Social Studies	Foreign Language	PE/ Health

Adopted: 1-9-85
Revised: 4-16-03

North Lake Curricular Materials Evaluation

This document is to be used by the North Lake Curricular Focus Team to evaluate and compare curricular materials being considered for adoption. The components that are being reviewed need to be objectively analyzed and researched to ensure an appropriate, effective and long-lasting curricular program. For each question, please rate the functioning level and provide a written rationale for your choice. After all team members have completed their thoughtful evaluations, they will meet to discuss and come to a consensus decision that will be presented to the Director of Programs and Assessment.

- 5 Excellent:** YES! Present throughout the materials, completely correlates to all state standards.
- 4 Very Good:** YES! Present throughout 90% of the materials, correlates to most state standards.
- 3 Average:** Present throughout 70% of materials, correlates to some state standards.
- 2 Below average:** NO! Present throughout 50% of material, correlates to few state standards.
- 1 Poor:** NO! Present in less than 50% of material, little or no correlation to state standards.

Subject being reviewed: _____

Name of book: _____

Publisher: _____

Copyright date: _____

5 4 3 2 1 The Scope and sequence is clear and grade appropriate.

5 4 3 2 1 The objectives are aligned with state standards.

5 4 3 2 1 The program is research-based and has been proven successful by other school districts.

5 4 3 2 1 There are options present for remediation and enrichment.

5 4 3 2 1 The assessments are clear and reflect the essential components of the units of study.

5 4 3 2 1 There are significant student application opportunities present.
(Hands-on manipulatives, problem-based learning opportunities)

5 4 3 2 1 Technology opportunities are integrated in each lesson.

5 4 3 2 1 Instructional support incorporating the use of multiple intelligences are included in this textbook or curricular materials.

5 4 3 2 1 This program is easy to read, understand and follow for teachers.

5 4 3 2 1 This program is easy to read, understand for students.

5 4 3 2 1 This program is easy to read and understand for parents.

5 4 3 2 1 The company offers initial staff development opportunities and on-going support via e-mail, phone, or meetings.

Overall number of points given to this program out of 60 total possible. _____

What is the total initial cost of this program?

What is the estimated cost of maintaining this program on an annual basis?

Can we afford this program? YES NO

If not, can this program be adopted and implemented in stages?

What will this program do to improve the students' abilities in this curricular area?

What will be the political implications of adopting this program? (parents, teachers, students)