

ISD 197 Curriculum Review Cycle

	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016	2016 – 2017	2017 - 2018	2018-2019
State Action	Implementation of Language Arts	Implementation of Social Studies		Revision in Math begins		Revision in Science begins	
Year 1: Self Study	5-12 Social Studies	ELA - Writing ESL FACS Gifted and Talented World Language	AVID PE Health Tech Ed	K-12 Math Art Counseling	Music Business	K-12 Science	K-12 Language Arts
Year 2: Developing	5-12 Social Studies	5-12 Social Studies Chemistry Physics K-4 Social Studies	ELA - Writing ESL FACS Gifted and Talented World Language	AVID PE Health Tech Ed	K-12 Math Art Counseling	Music Business	K-12 Science
Year 3: Implementing	K-8 Language Arts MS Science	5-12 Social Studies 9-12 Language Arts	K-4 Social Studies Chemistry Physics	ELA - Writing ESL FACS Gifted and Talented World Language	AVID PE Health Tech Ed	K-12 Math Art Counseling	Music Business
Year 4: Measuring		K-8 Language Arts MS Science	5-12 Social Studies 9-12 Language Arts	K-4 Social Studies Chemistry Physics	ELA - Writing ESL FACS Gifted and Talented World Language	AVID PE Health Tech Ed	K-12 Math Art Counseling
Year 5: Revising			K-8 Language Arts MS Science	5-12 Social Studies 9-12 Language Arts	K-4 Social Studies Chemistry Physics	ELA - Writing ESL FACS Gifted and Talented World Language	AVID PE Health Tech Ed
Year 6: Refining				K-8 Language Arts MS Science	5-12 Social Studies 9-12 Language Arts	K-4 Social Studies Chemistry Physics	ELA - Writing ESL FACS Gifted and Talented World Language
Budget	5-8 Science	5-8 Social Studies 9-12 Language Arts	K-12 Social Studies Chemistry, Physics PLTW	ELA - Writing ESL, FAC's Gifted and Talented World Language	AVID PE Health Tech Ed	K-12 Math Music Business Counseling	K-12 Science

Curriculum in ISD 197 is reviewed using a six-year cycle of continuous improvement. This process was adopted in the Spring of the 2012-2013 school year and includes a professional development component that includes professional development around creation of digital curriculum and innovative instructional practices

A summary of activities in each year of the review cycle is listed below. Curriculum areas participating in years one, two and three are considered to be in "formal review". During year 3 teachers will be in the implementation phased where they will also look at the curriculum as taught, identify holes, and also design common assessments and begin to look at data.

Year One: Self Study

The purpose of year one is to engage in an in-depth study of the current program and determine its overall effectiveness. Community and staff input is gathered. Content area teams of teachers examine current best practice in curriculum and instruction. Based on the results of the study, the team, with assistance from the District Curriculum Advisory Committee (DCAC) identifies strengths and needs of the existing program and creates a vision for future programming. Teachers will engage in professional development on innovative instructional practices.

Year Two: Developing

During year two content area teams review the current K-12 scope and sequence and align to state and/or national standards and benchmarks. They create a district curriculum map that identifies the knowledge, skills, and learning targets that students need to know, be able to do, and act upon. Content area teams also select materials to implement the revised curriculum and plan for purchasing. In their search for materials, teams consider digital resources and how to integrate technology and ensure that the new curriculum and materials are culturally sensitive and non-discriminatory. Teachers will engage in professional development on the creation of digital curriculum. Teams also plan professional development activities to ensure that proper training and support are provided relative to the new curriculum. A final curriculum report is submitted to Board of Education and distributed to staff and the community via the district website. A summary of the report is included in the annual report on curriculum that is distributed to the community each fall.

Year Three: Implementing

The purpose of year three is to implement the new curriculum and develop common assessments beginning with one common assessment for each quarter. Common assessments are not limited to paper pencil assessments but can and should include common projects. Teachers will not only create common assessments but also review data from the assessments. In year three, teams recommend grouping strategies, identify how to accelerate and remediate students, and address issues relating to students with special needs (ELL and special education). Additionally in the spring of the year, the content area team will meet to also review if what is intended in the scope and sequence is actually achievable and considerations for additional professional development are identified. Professional development may be needed here in the effective use of time in PLCs, effective use of data, and changing instructional strategies based on the learning issues identified by the common assessments.

Year Four: Measuring

Steps are taken to ensure the curriculum is implemented as intended. Staff pay careful attention to how well students are responding to the new curriculum and ensure that teachers' and parents' questions are answered. Common assessments continue to be reviewed and refined.

Year Five: Revising

During the revising phase, teams adjust implementation procedures and implement changes as needed. The curriculum is evaluated in terms of how well it is working and where modifications need to be made. Common assessments continue to be reviewed and refined.

Year Six: Refining

In the refining phase, teams continue to refine the curriculum. They determine if adjustments are needed and implement them accordingly. Common assessments continue to be reviewed and refined.