

E 910 - CURRICULUM CYCLE CALENDAR

Content Area	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Science Curriculum: K-12: 2016	Describe & Define	Implement	Measure- Refine- Revise			Research, Review, & Materials	Describe & Define
Art Curriculum: K-12: 2017	Research, Review, & Materials	Describe & Define	Implement	Measure- Refine- Revise			Research, Review, & Materials
Music Curriculum: K-12: 2017	Research, Review, & Materials	Describe & Define	Implement	Measure- Refine- Revise			Research, Review, & Materials
World Language Curriculum: 6-12: 2018	Research, Review, & Materials	Describe & Define	Implement	Measure- Refine- Revise			Research, Review, & Materials
Health Curriculum: K-12: 2016	Measure- Refine- Revise (research completed 2022-23)	Describe & Define	Implement	Measure- Refine- Revise			
PE Curriculum: K-12: 2016	Measure- Refine- Revise (research completed 2022-23)	Describe & Define	Implement	Measure- Refine- Revise			
English Language Arts Curriculum: K-6: 2011, rev. 2014 7-12: 2020	Measure- Refine- Revise		Research, Review, & Materials	Describe & Define	Implement	Measure - Refine - Revise	
Social Studies Curriculum: K-12: 2020	Measure- Refine- Revise			Research, Review, & Materials	Describe & Define	Implement	Measure - Refine - Revise
Math Curriculum: K-5: 2014 6-12: 2022	Measure- Refine- Revise				Research, Review, & Materials	Describe & Define	Implement

Year One: Research, Review, and Materials:

The purpose of Year One is:

1. Engage in an in-depth study of the current program and determine its overall effectiveness.
2. Research current trends in curriculum content and pedagogy.
3. Adopt new materials.

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, participants in the Research and Review phase identify strengths and weaknesses of the current instructional program, and create a vision for instruction and student achievement in the content area. Content teachers engage in professional development on innovative instructional practices, including assessment.

Professional development activities are planned to ensure proper training and support are provided relative to the new materials.

Year Two: Describe and Define:

During Year Two the vision for curriculum revision is described and defined. Content area teams review the current K-12 scope and sequence and:

- align to state and/or national standards and benchmarks.
- create a district curriculum map that identifies the essential knowledge, understandings, and skills students need to know, be able to do, and act upon.
- review instructional best practices and make recommendations for a curriculum mix consisting of foundational, flexible, and highly customizable content. Recommendations are made that consider digital resources and integration of instructional technology and ensure the new curriculum and materials are culturally sensitive and non-discriminatory.

Content teachers engage in professional development on creation and curation of digital curriculum.

A final curriculum report is submitted to Board of Education for approval. Professional development activities are planned to ensure proper training and support are provided relative to the new curriculum and continued support on new materials.

Year Three: Implementation:

The purpose of Year Three is to implement the curriculum and develop common assessments based upon objectives, beginning with one common assessment for each quarter. Common assessments are not limited to traditional quantitative assessments but can and should include project-based or performance assessments. The teaching and learning department creates formal opportunities for feedback. In year three, school teams do the following, providing feedback to the teaching and learning department throughout the year:

- recommend grouping strategies, and address issues relating to students with special needs such as ELL and special education.
- review if what is intended in the scope and sequence is actually achievable.
- Identify additional professional development needs (such as effective use of time in PLCs, effective use of data, and changing instructional strategies based on the learning issues identified by the common assessments).

Years 4-6:

Measuring: Steps are taken to ensure the curriculum is implemented as intended. Staff pay careful attention to how well students are responding to the curriculum and ensure teachers' and parents' questions are answered. Common assessments continue to be reviewed and refined. Teachers review data from the assessments and respond with appropriate instruction.

Revising: School-level teams make appropriate adjustments and implement changes to better meet student learning needs. 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.

Refining: School-level teams continue to refine the curriculum delivery and identify systemic needs and suggestions. The teaching and learning department creates formal opportunities for feedback.