Manchester Essex Regional School District
Curriculum Review for Continuous Improvement

Curriculum is a sequence of student learning experiences teachers facilitate using curricular materials as a foundation; also called enacted or taught curriculum.[1] Curriculum encompasses the organization and sequence of academic content, curriculum materials, as well as instructional goals which guide classroom practice.

The Manchester Essex Regional Schools utilize a process for curriculum review that engages professionals in a collaborative effort to evaluate, revise, and articulate curriculum and instruction. Decision making around curriculum design and resources will be informed by the district strategic plan, initiatives outlined in the district improvement plan, current educational research, and guidance from MA Department of Education.

The curriculum review process may happen at any time. It is good practice that allows us to monitor our adopted curriculum resources, instructional practices, and assessment routines. The curriculum review process looks at all aspects of curriculum while addressing the noted essential questions. The review process supports instructional alignment vertically, horizontally, and with our district vision and values.

Curriculum Review Essential Questions

- What do students need to know and be able to do?
- What does research say about teaching and learning in this discipline?
- Is the curriculum meeting the needs of all learners? How do we know?

Historically, school districts would have a Curriculum Review Process that would follow a predictable time schedule (every 5-10 year review.) In the current environment of education, a restrictive schedule can respond too slowly to address the changes in education including shifted demands for student readiness, updates in the field of research, and the impact of instructional technology. Due to this, a curriculum review process may be initiated for a few different reasons, some of which may include but are not limited to;

- Regular and ongoing review cycle
- Changes to MA Curriculum Frameworks or to MA policy/procedures
- Expiration/end of contract of current curriculum tools
- Data indicating a need for deeper curriculum examination
- Research in the field

MERSD's Curriculum Review Process is a multi-phased plan for continuous review, analysis and improvement. The goal for Curriculum Review processes is to ensure that our curriculum, pedagogy, and resources are current and aligned both horizontally and vertically to ensure a coherent, high quality educational experience for all our students. Curriculum work is never "finished", it is ever evolving to meet the needs of our students and the world in which they live.

[1] *https://www.doe.mass.edu/instruction/impd/curriculum-matters.html#what*

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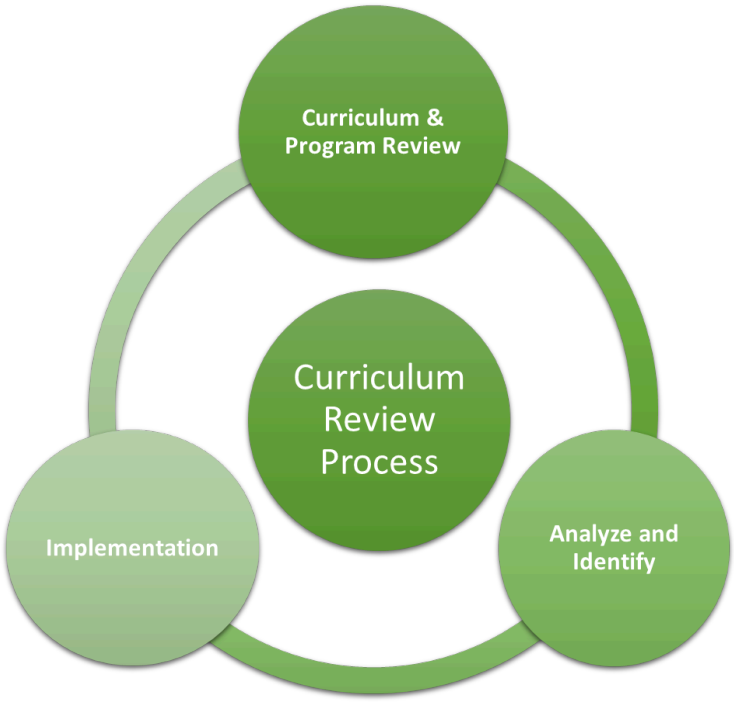
Stage 1: Curriculum & Program Review

Starting the review process, MERSD will select a curriculum review council that includes appropriate representation of stakeholders, delineated timeline and a facilitator, the focus of the first "Review" stage is for the curriculum review team to build their understanding within the discipline. Review tasks include;

- deep study of the MA Frameworks or national Frameworks (where appropriate),
- review of research from the field,
- analysis of DESE guidance,
- inventory of MERSD curriculum (materials, practices, stakeholder feedback) within the discipline,
- and study of MERSD district information including strategic plan, vision of the graduate, assessment/performance data, and other resources.



Stage 2: Analyze and Identify

The Curriculum Review Team will analyze their curated information and identify next steps. implement recommendations during this step. The recommendation step includes layered components, depending on the direction of the team. A curriculum review may lead to a variety of outcomes. Results of this step may include, but are not limited to:

- Revision/Supplementing of current curriculum, course offerings, instructional pathways
- Assessment development/adoption
- Professional development/learning needs
- Staffing recommendations including positional needs, role definition, etc.
- Curriculum materials exploration/adoption cycle
    - *Should the Curriculum Review Team determine that the next step is curriculum exploration/adoption cycle, they will utilize the MA DESE Implement MA cycle.*



Stage 3: Implementation

The goal of the implementation step is to ensure that teachers, support staff, and administration are equipped to make any adjustments necessary to implement curriculum changes with integrity. The Implement step is an ongoing process that can last between 1 to 4 years. Components of the Implement step include some or all of the following:

- Targeted professional learning
- Communication and education of community (students, families) about curriculum shifts they can expect to see
- Ongoing monitoring of curriculum implementation through data gathering and monitoring
- Responsive adjustment of implementation supports

Implementation steps include memorializing curriculum, instruction, and assessment routines that can be shared across schools, grades, levels, and staff. This may include creation or revision of curriculum guides, curriculum maps, pacing guides, and continued training and on-boarding plans for staff.

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Curriculum Review Timeline

As of 7.2025

While this map identifies likely timelines for Curriculum Review, some stages of the process may take less than a year, while other stages may take multiple years.

	2025-2026	2026-2027	2027-2028
Curriculum & Program Review Analyze & Identify	Comprehensive Health/PE/SEL Mathematics English (6-12)	Comprehensive Health/PE/SEL Mathematics Digital Literacy/Computer Science	Digital Literacy/Computer Science Literacy (preK-5)
Implement Program Review Recommendations, Field Testing	History/Social Sciences Arts Science, Technology, Engineering	English (6-12) Arts Science, Technology, Engineering	Comprehensive Health/PE/SEL Mathematics English (6-12)
Implementation	World Language ELA & Lit (K-5)	World Language History/Social Sciences	History/Social Sciences Arts Science, Technology, Engineering