

Hellgate Elementary School District Curriculum and Instructional Materials Review and Purchasing Priority Cycle

Content Area	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
English Language Arts & Writing			✓					✓	✓		
Mathematics					✓					✓	
Science		✓				✓					✓
Social Studies	✓						✓*				
Health Enhancement		✓				✓*				✓	
Fine Arts – General Music, Instrumental Music, Theater Arts			✓					✓			
World Languages and Culture	✓				✓					✓	
Social Emotional Learning (SEL) & School Counseling					✓	✓*	✓*				
Technology & Computer Science			✓					✓			
Library				✓					✓		
Assessments**								✓			

* Revised due to state standards review cycle adjustments, new or revised state law, COVID, budget impact, and professional learning scheduling

**In 2024, assessments were added to the Review Cycle to align with and be evaluated following the Office of Public Instruction's (OPI) new assessment, Montana Aligned to Standards Through-Year.
Last updated August 2, 2025

Curriculum and instructional materials are reviewed through a continuous and ongoing process. Intentional review of materials will occur at least every five years based on the schedule outlined below ([ARM 10.55.603](#)).

OPI's Last Curriculum Review: 1999 – World Languages; 2002 – Social Studies; 2008 – Library Media; 2011– ELA and Math; 2021 – Social Studies, Career, and Technical Education, Digital Literacy/Computer Science/Technology/Library Media; 2023 – Mathematics, World Languages;

OPI's Upcoming Curriculum Review: 2025 – English Language Arts/Literacy and English Learners, Health & Physical Education; 2027 – Arts, Science

Note– OPI does not review Counseling

[Missoula County Public Schools Curriculum Review Cycle](#)
[Montana Office of Public Instruction Curriculum Standards Review Cycle](#)

Curriculum Review Cycle Phases

Stage 1: Committee Work

A teacher-based committee with grade-level and content area representatives from preschool to 8th grade will participate in the curriculum instructional materials review process. The Director of Curriculum will facilitate the committee. By April of the school year listed, the Committee will recommend to the Board of Trustees the instructional materials to be purchased for each content area if new and/or additional materials are needed.

Goals for Stage 1:

- Engage in learning focused on building a strong, shared knowledge base,
- Conduct a needs assessment, including gathering feedback from staff, students, and parents, and reviewing achievement data,
- Identify strengths and areas of need in the current curricular programming,
- Identify, review, and select new resources as needed,
- Plan for professional development and
- Communicate the vision for student learning to staff, parents, and the community.



Stage 2: Implementation of Curriculum Revisions

Once the curriculum revisions are finalized, the review process transitions into the next phase, *implementation*. An important outcome of the implementation period is to ensure revisions become a regular practice in the curricular area of focus.

Goals for Stage 2:

- Fully implement new resources,
- Engage in professional development training to support new resources and instructional practices,
- Support collaboration between teachers, administrators, and instructional coaches to deepen teachers' implementation of new resources and to analyze the effect on student learning,
- Collect feedback from staff to make adjustments and determine revisions that need to be made in the professional development plan, and
- Monitor impact on student learning.

Stage 3: Assessing: Monitoring, Evaluating, & Adjusting

Once the curriculum revisions are implemented, a multi-year period of *monitoring, evaluating, and adjusting* as needed for each curricular area commences.

Goals for Stage 3

- Sustain the goal of ensuring the revisions become part of a teacher's regular practice,
- Continuously monitor assessment data to improve instructional practices,
- Ensure commitment and alignment to mission and vision, and
- Make adjustments as needed to clarify and refine instructional practices, or identify a technology tool or material to supplement the curriculum.