

OLD ROCHESTER REGIONAL SCHOOL DISTRICT  
MASSACHUSETTS SUPERINTENDENCY UNION #55



2025-2026 Curriculum Review Cycle  
Plan

*“Inspire all students to think, to learn, and to care.”*

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## **Mission Statement:**

The mission of our school system is to inspire all students to think, to learn, and to care.

## **District Strategic Plan: [Vision2028](#)**

### **Theory of Action:**

IF WE...

implement a rigorous, equitable, and cohesive curriculum that aligns with our Portrait of the Graduate...

AND...

expand and extend the professional development planning process to support equitable adult learning with resources, time, and professional practices to be student-centered...

AND...

enhance our multi-tiered, comprehensive systems of support in all schools...

AND...

provide an inclusive and supportive climate and culture for all school community members...

AND...

promote a sense of belonging and positive relationships between all school community members ensuring a safe learning environment...

THEN WE WILL...

have inspired all students to think, to learn, and to care while providing an opportunity to pursue academic excellence.

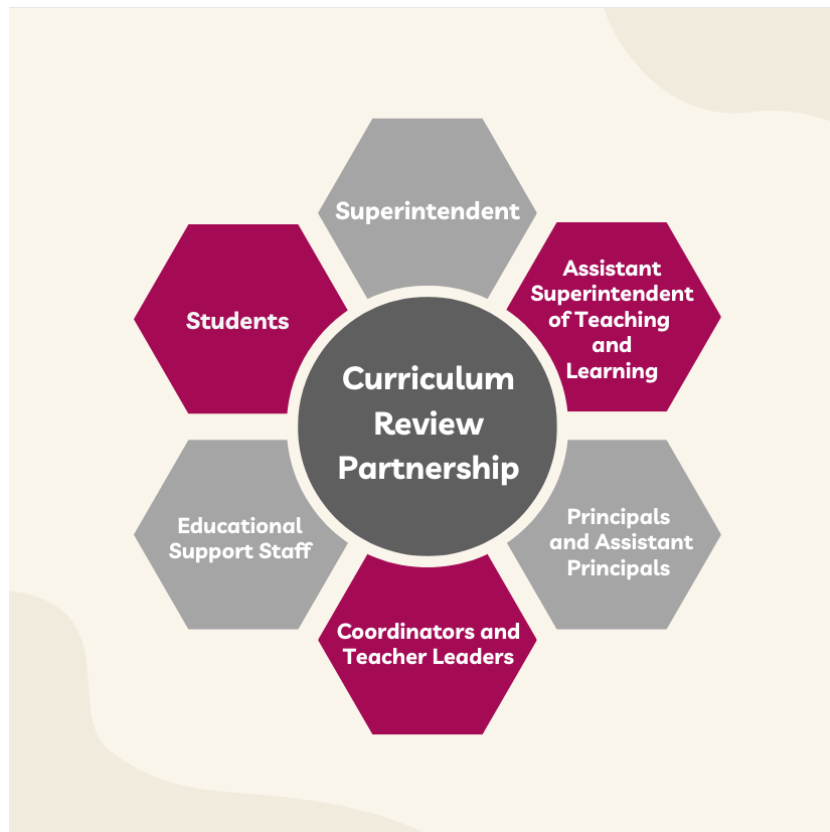
# Introduction

Old Rochester Regional School District and MA Superintendency Union #55 Vision and District Strategic Plan provides a continuous curriculum review involving educators from each district’s learning community as a collaborative effort to provide a rigorous and meaningful education for our students. The purpose of the flexible four phase cycle is to examine, plan, implement, and evaluate/review curriculum as part of the district’s dedication to continuous and sustainable improvement in teaching and learning. The guidelines for review of this Curriculum Review Cycle include:

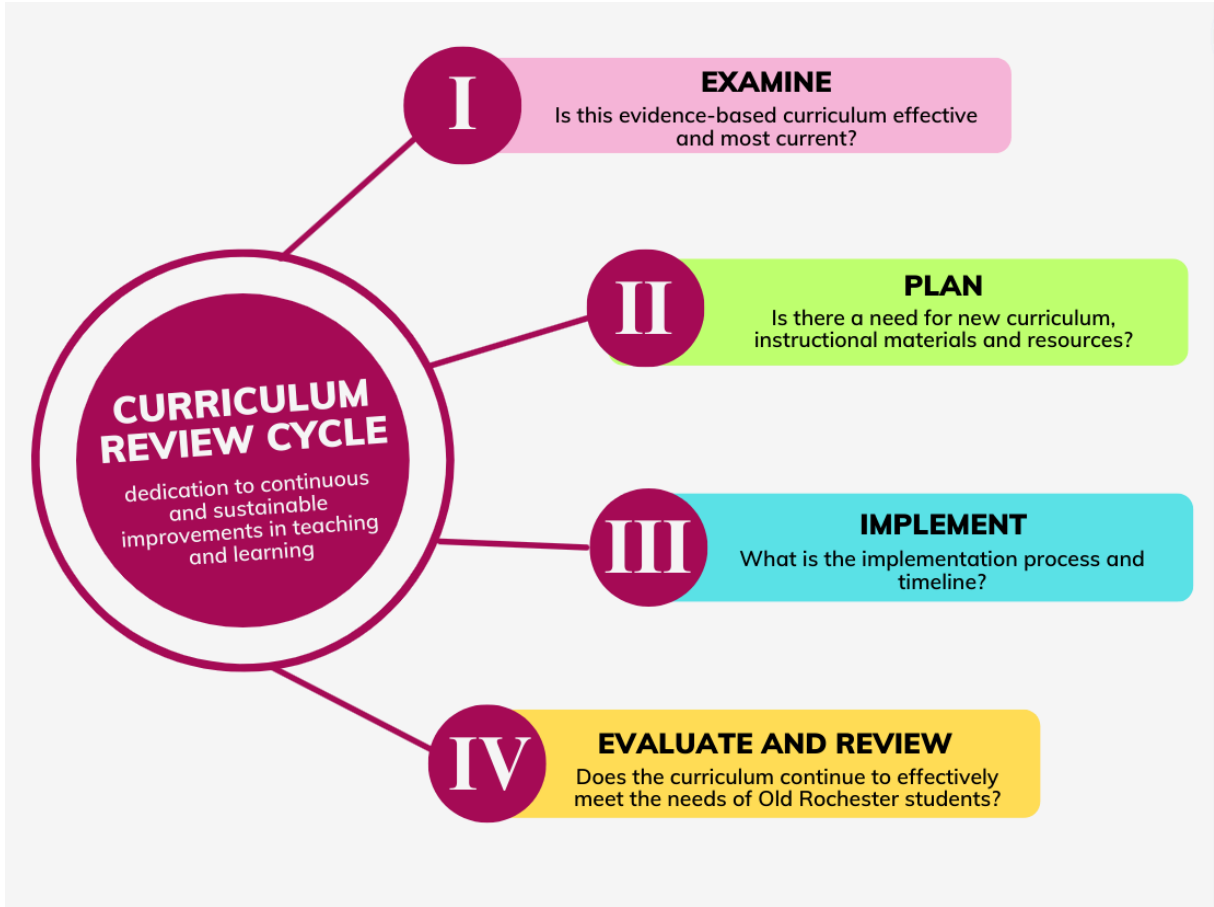
## Shared Leadership Structure

### Curriculum Review Cycle Leadership Team:

The shared leadership team consists of representation from across the district. Members include Assistant Superintendent of Teaching and Learning, principals, assistant principals, instructional council members, elementary and secondary teachers, special education teachers, and paraprofessionals. Decisions related to the curriculum review cycle are compiled through a collaborative effort and data collection, as shown in the diagram below:



# Four Phase Cycle



## Phase I: Examine

*Is this evidence-based curriculum effective and most current?*

- Review existing curricular materials and resources being utilized horizontally and vertically across grade levels and districts
- Review written curriculum in ATLAS for consistency and alignment to MA State Standards
- Look for gaps in curriculum aligned to MA State Standards
- Examine alignment of curriculum and instruction in all three elementary districts
- Analyze student data to determine areas of strengths and needs
- Gather resources related to exemplary programs aligned to DESE and best-practices
- Determine if the program or curricular materials address diversity, belonging, equity, and inclusion (DBEI)
- Decide on timeline for continuation of examining the curriculum or transition to the next phase

## Phase II: Plan

*Is there a need for a new curriculum, instructional materials and resources?*

*Can existing curriculum be modified to meet learning needs?*

- Attend conferences and professional development as needed for most up-to-date training and pedagogy
- Develop and conduct a needs assessment on curriculum and instructional materials/resources based on grade level and/or departmental needs
  - Create action steps and plan based on results
- Identify resources and materials for potential pilot
  - Maintain spreadsheet to track resources, costs, and professional development
  - Pilot new materials or update existing curriculum
- In preparation for Phase III, collaborate and schedule curriculum purchases with Shared Leadership Team regarding yearly costs and consumables for budget sustainability
- Conduct curriculum calendar adjustments based on identified resources and purchases by grade level and/or subject needs
- Identify assessment strategies used to measure student progress
  - Create a plan to collect evidence and evaluate data
- Decide on the timeline for continued planning or transition to the next phase

## Phase III: Implement

*What is the implementation process and timeline?*

- Initiate implementation of curriculum
- Create or update scope and sequence
- Create or update written curriculum in ATLAS
- Assign roles, responsibilities, and supports for implementation process
- Develop professional development plan and schedule based on needs of educators
- Provide time for vertical and horizontal team meetings for collaboration and discussion
- Establish potential learning walks for teachers to visit each others classrooms or other schools using new or updated materials
- Assess student progress
- Gather evidence of successes and challenges of curriculum implementation
- Decide on timeline for continued implementation or transition to next phase

## Phase IV: Evaluate and Review

*Does the curriculum continue to effectively meet the needs of Old Rochester students?*

- Review data from student assessments
- Identify gaps in the new or updated curriculum to ensure all student needs are met
- Determine any changes for further use of new or updated curriculum
- Collect teacher data regarding effectiveness of new or updated curriculum to determine next steps in Curriculum Review Cycle
- Determine recommendations for next phase in Curriculum Review Cycle
  - Consider budgetary analysis and impacts to updating curriculum
- Aligning curricular purchases with funding, grants, and budget
  - Create schedule and calendar for renewal of digital licenses, consumables and resources
- Decide on timeline for continuation of evaluating and reviewing curriculum or transition into the next phase of the cycle

# Curriculum Review Schedule

Elementary Core Content						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Math	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	IV ▾	I ▾	III ▾	III ▾	IV ▾
	6	IV ▾	I ▾	II ▾	III ▾	IV ▾
ELA	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	II ▾	III ▾	III ▾	IV ▾	I ▾
	6	II ▾	III ▾	III ▾	IV ▾	I ▾
Science	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	III ▾	III ▾	III ▾	III ▾	III ▾
	6	III ▾	III ▾	IV ▾	I ▾	II ▾
Social Studies	PK	III ▾	III ▾	III ▾	III ▾	III ▾
	K-5	III ▾	III ▾	III ▾	III ▾	III ▾
	6	III ▾	III ▾	III ▾	III ▾	III ▾

Secondary Core Content						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Math	7-8	III ▾	III ▾	III ▾	III ▾	III ▾
	9-10	IV ▾	I ▾	II ▾	II ▾	III ▾
	11-12	IV ▾	I ▾	II ▾	II ▾	III ▾
English	7	I ▾	II ▾	II ▾	III ▾	III ▾
	8	III ▾	III ▾	III ▾	IV ▾	I ▾
	9	IV ▾	I ▾	II ▾	II ▾	III ▾
	10	III ▾	IV ▾	I ▾	II ▾	II ▾
	11	III ▾	IV ▾	I ▾	II ▾	II ▾
	12	I ▾	II ▾	II ▾	III ▾	IV ▾
Science	7-8	III ▾	III ▾	IV ▾	I ▾	II ▾
	9	IV ▾	I ▾	II ▾	III ▾	III ▾
	10	II ▾	II ▾	III ▾	III ▾	IV ▾
	11-12	I ▾	I ▾	II ▾	II ▾	III ▾
Social Studies	7	III ▾	III ▾	IV ▾	I ▾	II ▾
	8	III ▾	III ▾	IV ▾	I ▾	II ▾
	9	III ▾	III ▾	IV ▾	I ▾	II ▾
	10	III ▾	III ▾	IV ▾	I ▾	II ▾
	11	III ▾	III ▾	IV ▾	I ▾	II ▾
	12	I ▾	II ▾	II ▾	III ▾	III ▾
World Language	7-8	I ▾	II ▾	II ▾	III ▾	III ▾
	9-12	I ▾	II ▾	II ▾	III ▾	III ▾

Secondary Core Content						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Technology	7	IV ▾	I ▾	II ▾	III ▾	III ▾
	8	I ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	IV ▾	I ▾	II ▾	III ▾	III ▾

Unified Arts						
Content	Grade Level	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Art	PK - 6	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
	7-8	I ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	II ▾	III ▾	III ▾	IV ▾	I ▾
Music	PK - 6	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
	7	I ▾	II ▾	III ▾	III ▾	IV ▾
	8	IV ▾	I ▾	II ▾	III ▾	IV ▾
	9-12	I ▾	II ▾	III ▾	III ▾	IV ▾
PE	PK - 6	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
	7-8	I ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	II ▾	II ▾	III ▾	III ▾	IV ▾
Health & Wellness	PK - 6	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
	7-8	I ▾	II ▾	III ▾	IV ▾	I ▾
	9-12	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
Library	PK - 6	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾
	7-8	I ▾	II ▾	III ▾	III ▾	IV ▾
	9-12	TBD ▾	TBD ▾	TBD ▾	TBD ▾	TBD ▾

The Curriculum Review Cycle will follow the sequential nature of the phases unless modifications need to be made based on the following updates or changes: budgets, curricular needs, state assessments, and/or the Massachusetts State Frameworks.