

# Curriculum Review Cycle 2020

Year/Step 1 - Investigate, Identify Need, PQR

Year/Step 2 - k-12 rep meetings - alignment/map analysis, resource identification

Year/Step 3 - Write/re-Write where needed, formalize curriculum, purchase resources where necessary

Year/Step 4 - Implement and refine

Year/Step 5 - Monitor Status

## Focus Years (Step 3):

2016-17 - SS, Tech Ed k-12, Business Ed

2017-18 - Science, Arts and Music

2018-19 - English, HPE

2020-21 - Math, WL

*Technology Identification and Scope/Sequence as part of each Review.*

Content Area	2017	2018	2019	2020	2021
<b>RELA/HPE</b>	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
<b>Sci/Art/Music</b>	STEP 2	STEP 3	STEP 4	STEP 5	STEP 1
<b>SS/Tech/Bus</b>	STEP 3	STEP 4	STEP 5	STEP 1	STEP 2
<b>Math/WL</b>	STEP 4	STEP 5	STEP 1	STEP 2	STEP 3

## Curriculum Review Cycle

<b>Purpose of Cycle</b>	
1)	Provides a logical sequence of activities for revising and updating curricula
2)	Assures a consistent, scheduled examination of all areas in a five year cycle
3)	Facilitates a K-12 perspective
4)	Allows for controlled budgeting, limiting large adoptions to different years
5)	Provides consistent input to the Board regarding curriculum renewal
6)	Allows professional development to interface with the implementation of new curricula

<b>Overview of Cycles</b>	
Year 1	Awareness/Research
Year 2	Development/Piloting
Year 3	Writing/Formalizing
Year 4	Implementation/Revision
Year 5	Monitor/Adjust

<b>Year</b>	<b>Focus</b>
Year 1	<p><b>Year of Awareness:</b> This year focuses on the research of best practices, review of existing programs, examination of vendor materials/presentations and site visitations. Specifically, this step allows the curriculum committee:</p> <ul style="list-style-type: none"> <li>● to cross-reference the existing program with current best practices, standards and the use of technology</li> <li>● to investigate how other districts are meeting the needs of students through visitations and/or conferences</li> <li>● to create a shared vision for the future of the curricular area</li> <li>● to identify potential programs and invite vendors to present materials</li> <li>● to develop a needs assessment</li> </ul>

Year 2	<p><b>Year of Development:</b> This year focuses on providing the committee with a closer look at programs determined to have potential for implementation. Specifically, this step involves:</p> <ul style="list-style-type: none"> <li>● reviewing the findings of the research year</li> <li>● monitoring how these programs interface with student needs, best practices, and the strategic plan</li> <li>● program/material adoption and course recommendations to the CAC</li> <li>● planning staff development</li> <li>● mapping to identify gap and overlap in k-12 curriculum</li> <li>● using SAS Curriculum Frameworks</li> </ul>
Year 3	<p><b>Year of Writing:</b> This year focuses on formalizing the curriculum in a document that identifies PA standards, essential questions, enduring understandings and transfer knowledge.</p> <ul style="list-style-type: none"> <li>● Identify key assessment dates and backwards map in accordance with district assessment protocol (i.e. Benchmark, Curriculum Based Assessments)</li> <li>● piloting programs</li> <li>● recommending program/material adoption to the School Board</li> <li>● purchasing new materials</li> <li>● formally evaluating pilots where applicable</li> <li>● Use district provided Google Doc to write</li> <li>● Time allocated during PD, 192 and or release to complete tasks</li> </ul>
Year 4	<p><b>Year of Implementation:</b> This step focuses on formally integrating the selected program into the targeted grades/areas. Specifically, this step focuses on:</p> <ul style="list-style-type: none"> <li>● continued revision, augmentation and diversification of the curriculum</li> <li>● development of common assessments and rubrics</li> <li>● professional development</li> </ul>
Year 5	<p><b>Year of Monitoring:</b> The program is fully implemented with continued focus on student performance, best practices, state standards and common assessments. Renewal is an ongoing, dynamic process that creates opportunities for teachers, under the supervision of the Director of Education, to make appropriate changes and revisions if necessary and appropriate.</p>