

Red Oak Community School District Curriculum Review Cycle & Outcomes

Subject	YEAR 1 Research/ Design	YEAR 2 Write/ Selection	YEAR 3 Implement	YEAR 4 Evaluate	YEAR 5 Adjust/ Revise	YEAR 6 Monitor/ Maintain	YEAR 7 Monitor/ Maintain
Science, Health, Physical Education,	2011-12	2012-13	2006-07	2007-08	2008-09	2009-10	2010-11
Fine Arts	2012-13	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Social Studies	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Student Services (SPED, ELO, ELL, Guidance, At-Risk)	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2006-07
Math	2008-09	2009-10	2010-11	2011-12	2012-13	2006-07	2007-08
Communications Language Arts	2009-10	2010-11	2011-12	2012-13	2006-07	2007-08	2008-09
Vocational, Media, Technology	2010-11	2011-12	2012-13	2006-07	2007-08	2008-09	2009-10

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Year One: Research & Design

Expected Outcome:

- * To understand the strengths and weaknesses of the curriculum area under study.
- * To research, share and understand the latest research of the curriculum area under study.
- * To map curriculum content at each grade level.

Information on the learning area would be collected and reviewed. Assessment data would be studied to determine district strengths and weaknesses by reviewing student performance. Current research resources and specialists in the curricular area would be consulted, identified, and/or discussed. Staff would be given training and/or support to work on curriculum maps for the given grade level(s) or curricular courses.

Year Two: Write & Selection

Expected Outcomes:

- * To apply the research and study of current curriculum developments and trends; revisit (revise, if needed) the belief statements for the subject area.
- * To write or revise program goals and identify specific grade level outcomes/essential learnings
- * To recommend appropriate tools and materials and technology for adoption/purchase.
- * To identify and develop necessary staff training to implement revised curriculum in the classroom.

The curriculum team would be responsible for updating, editing and revising district standards, benchmarks and indicators. Completed curriculum maps would be used and cross referenced in this process. The update and selection process is considered interactive with committee members sharing information regularly with colleagues throughout the school community.

Year Three: Implementation

Expected Outcome:

- * To successfully incorporate the updated outcomes/materials into daily teaching and classroom practice.

The implementation year is the time during which the updated outcomes and materials are used in the classrooms. It should begin with professional development for staff to learn how to implement and assess the specific outcomes and how to use the materials.

Year Four: Evaluation

Expected Outcome:

- * To collect and review assessment data in order to evaluate the effectiveness of the curriculum system.
- * To write and design common assessments to analyze student progress beyond outside assessments already given.

The evaluation year's purpose is to develop an action plan that defines what needs to be done to improve student achievement in the academic area. Staff will design grade or course level assessments to evaluate the effectiveness of the curriculum across the grade level. Data will be collected on those assessments. Curriculum maps will be evaluated to help assess the effectiveness of the methods and materials implemented and to provide standards alignment.

Year Five: Adjust & Revise

Expected Outcome:

- * To adjust instruction as indicated by analysis of data from evaluation year.

Curriculum maps will be adjusted to help assess the effectiveness of the methods and materials implemented and to provide standards alignment. The constant revisions within the teacher and grade level curriculum maps will aid in the revision and writing of curriculum. Data collection on district created assessments will continue.

Year Six & Seven : Monitor & Maintain

Expected Outcome:

- * To continue data collection and monitoring of student achievement.

Staff will need to meet to monitor student outcomes, maintain curriculum alignment with district standards, benchmarks, and skills, and measure the impact of curriculum materials. It will be important to collect staff feedback and continue to provide professional development as needed. Curriculum maps would continue to be modified, edited and shared.

The cycle then repeats on the 8th year as the curriculum is assessed and studied again for updating.