

# **Gentry School District Curriculum Review Cycle**

Based on Arkansas Academic Standards Revision Cycle



**Intended Outcomes**

Guaranteed and Viable Curriculum

Teacher and Parent friendly documents

Horizontal and Vertical Alignment

Alignment with Arkansas State Standards

Pacing that supports the grade level and time designated to teach content adequately

Established proficiency standard for learning outcomes

Support for new teachers

Deepen student understanding



QUESTIONS

**Guiding Questions for  
the Work**

What should every student know and be able to do as a result of this course?

What key skills and understandings should a Gentry School District graduate have as a result of the coursework/curriculum?

What are the existing strengths of the program?

What are the existing weaknesses of the program?

What barriers do teachers currently have? (materials, classroom space, alignment, pd?)

Are teachers clear on the knowledge and skills involved in the essential learning?

What are state, national, and international recommendations and position statements for this course/program? Is our district aligned with current recommendations for this course/program? What evidence do we have?

What are common student misconceptions in this grade level or course?

Are we seeing students transfer the key skills to the next grade level or course? What evidence do we have regarding transfer skills?

What are the “non-negotiables”? What does this team need to address? What are the “elephants” in the room?

A chalkboard with the word "PROCESS" written in white chalk. The chalkboard is on a wooden surface. To the left, there is a red book with a gold braided spine and a pair of glasses.

PROCESS

# The Review Cycle

# Schedule for Review

| Content Area/Program                              | Curriculum Review and Development | Implementation Year |
|---|-----------------------------------|---------------------|
| Social Studies and Arkansas History               | Fall 2022                         | 2023-24             |
| Mathematics                                       | Spring 2023                       | 2024-25             |
| English Language Arts                             | Spring 2024                       | 2025-26             |
| Science   | Spring 2025                       | 2026-27             |
| Career and Technical Education                    | Spring 2026                       | 2027-28             |
| Physical Education, Health and Driver's Education | Spring 2027                       | 2028-29             |
| Foreign Language, Library Media, Fine Arts        | Spring 2028                       | 2029-30             |

# Review and Revision Process

## Needs Assessment Determine Goals

Before any work is done, a direction and goals for the work must be established. This will be accomplished by performing a needs assessment, analyzing results, identifying strengths, weaknesses, opportunities, and threats, and setting SMART goals.

## Unpack Standards

Once goals are set, we can begin the work of unpacking standards to gain a deep understanding of the skills to be mastered at each grade level in a given subject area. Essential Standards are identified at this stage.

## Curriculum Design and Alignment

The four questions on a PLC are addressed at this stage. Essential standards, assessment, enrichment, and remediation are planned for. Instructional units are developed. Materials needed for implementation are identified.

## Materials Review and Selection

Existing instructional materials are reviewed for relevance and rigor. National and state recommendations for instructional materials will be reviewed. Considerations for adoption will be made through the established process.



# Needs Assessment/Establish Goals

| Who is involved?               | Tools                  |
|--------------------------------|------------------------|
| Administration                 | SWOT Analysis          |
| MCLs                           | Portrait of a Graduate |
| Specialists and Coordinators   | Data-many sources      |
| Content Teachers (PLC Process) | Gallery Walk           |

# Unpack Standards

| Who is involved?                          | Tools   |
|---|---|
| Administration                            | Essential Standards Identification, “Nice to Know-Must Know”, Refrigerator Curriculum |
| Specialists, Coordinators, MCLs           | Noun-verb exercise  |
| District Alignment Committee              | Target-Method Match   |
| Content Area Teachers through PLC process | Gallery Walk  |

# Curriculum and Design Alignment Process

| Address PLC Question #1  | Address PLC Question #2                      | Address PLC Question #3                                       | Address PLC Question #4  |
|--|--|---|--|
| Identify/establish essential standards   | Identify targets in each essential standard  | RTI process and practices reviewed                            | Enrichment activities added to units   |
| Review existing instructional units/pacing                                       | Target-assessment method match               | Strategies and resources reviewed                             | Materials selection  |
| Adjust section 1 or create new units/pacing, year at a glance docs               | Review Proficiency scales, CFAs              |   | Consideration of purchases needed  |
| Review current materials in place-Do they still provide strong core instruction? | Adjust or create new proficiency scales/CFAs | Activities and resources added/updated to instructional units | Final instructional units, pacing guides, and curriculum documents published |

# Materials Review and Selection

| Who is Involved?                         | Tasks  |
|--|--|
| Administration                           | Review new and existing state requirements, instructional materials, instructional units, and current needs assessment information.  |
| MCLs, Specialists, Coordinators          | After needs are established, research and review instructional materials and supplements narrowing choices down to two evidence based choices.   |
| Content Area Teachers                    | Bring two choices to be reviewed by content teachers districtwide for a selection and adoption. A purchase will then be considered based on data and information obtained in the needs assessment. |
| Parent/Community/Student Representatives | This group will review potential materials selections and provide input to the committee prior to final selection.   |