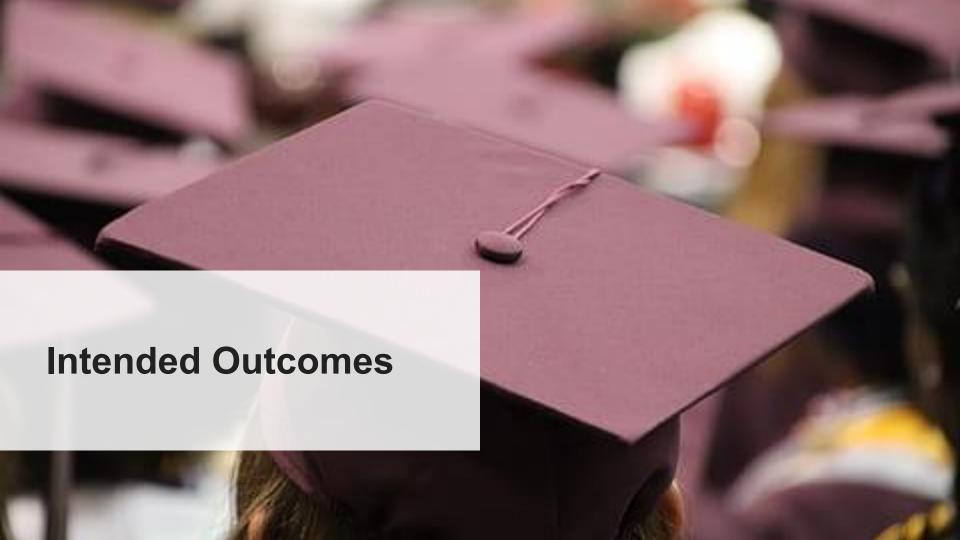
Gentry School District Curriculum Review Cycle

Based on Arkansas Academic Standards Revision Cycle



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



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?)

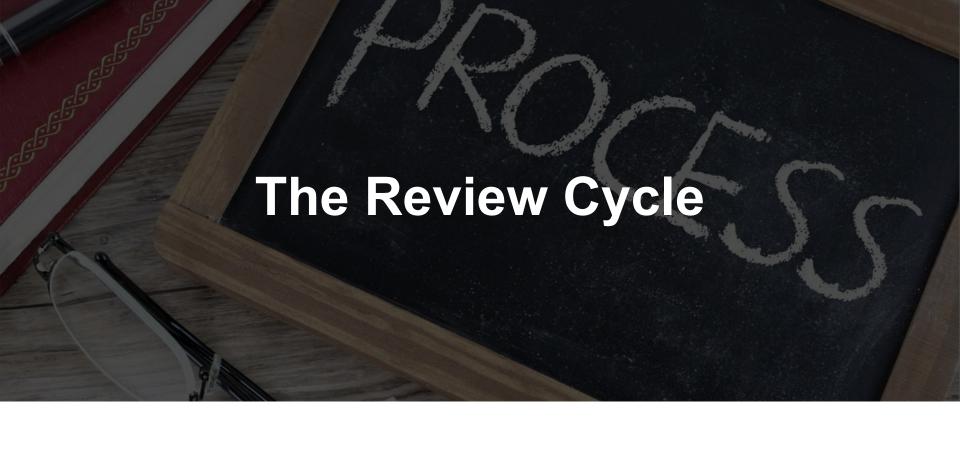
Are teachers clear on the knowledge and skills involved in the essential learning?

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?



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

Unpack Standards

Curriculum Design and Alignment

Materials Review and Selection

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.

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.

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.

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.