



# Curriculum Review & Development

## **Rationale**

In the changing world and society, schools have an obligation to equip students with the necessary knowledge and skills. The curriculum is the cornerstone of the school operation. At KIS we believe curriculum is *an interrelated set of plans and experiences which a student completes under the guidance of the school.*

Therefore, a systematic approach to evaluating the efficacy of each component of curriculum within a time frame is needed in order to stay up-to-date and to provide students with a competitive edge in the world economy and a solid foundation in citizenship.

The purpose of this document is to reflect the cyclical steps, which are followed in conducting evaluations of curricula with a focus upon improvement.

The Five-Year Curriculum Review Plan presented herein serves two critical purposes. Primarily, it ensures that all curricula are reviewed and updated on a regular basis. Second, it identifies the status of the general program at any point in time.

This systemic approach to curriculum revision is proven and effective. It provides accountability in an area of school business that is essential for the success of students.

## **Curriculum Committee**

The evaluation of curriculum is accomplished by committees of KIS professional staff. The composition of the curriculum revision committees should reflect consideration of the following:

- Representation from all three buildings in a specific subject area
- At least one administrator chairperson

The committee's insights into the particular area of curriculum under study become heightened under this process. Its recommendations, therefore, represent the best position for the future, and in that light are critically important at the Board level for adoption.

All committees for curriculum revision, textbook and equipment selection, or other committees related to curriculum are solely advisory bodies to the Director of Schools and the Board members. The committees shall have no other duties, powers, or rights except to make insightful recommendations to the Director of for the Boards of consideration.

**KIS 5 Year Curriculum and Instruction Revision and Evaluation Schedule**

<b>Department</b>	<b>2011-2012</b>	<b>2012-213</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
	PK-12				
Language Arts	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Mathematics	Phase 5	Phase 1	Phase 2	Phase 3	Phase 4
Science	Phase 3	Phase 4	Phase 5	Phase 1	Phase 2
Social Studies	Phase 4	Phase 5	Phase 1	Phase 2	Phase 3
World Languages	Phase 2	Phase 3	Phase 4	Phase 5	Phase 1
Technology	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
PE	Phase 3	Phase 4	Phase 5	Phase 1	Phase 2
Library	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
ESL	Phase 2	Phase 3	Phase 4	Phase 5	Phase 1
Counseling	Phase 2	Phase 3	Phase 4	Phase 5	Phase 1
Student Support Services	Phase 2	Phase 3	Phase 4	Phase 5	Phase 1
Art	Phase 5	Phase 1	Phase 2	Phase 3	Phase 4
Drama	Phase 5	Phase 1	Phase 2	Phase 3	Phase 4
Music	Phase 5	Phase 1	Phase 2	Phase 3	Phase 4
	High School Specific Subjects				
Psychology	Phase 4	Phase 5	Phase 1	Phase 2	Phase 3
Economics	Phase 4	Phase 5	Phase 1	Phase 2	Phase 3
Year Book	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5

## **Curriculum Review and Development**

Curriculum review and development is the process through which the Schools PK-12 course offerings, the curricula, are studied, revised, and implemented. This long range plan for program analysis will:

- Provide a systematic process for evaluating existing programs and services.
- Provide a sequential approach for identifying programs or services in need of revision.
- Provide a mechanism for coordinating objectives with program assessment, revision, implementation and evaluation.
- Establish a five year schedule for service analysis.

### **The Model - An Overview**

The Five-Year Curriculum Review Plan contains five phases:

*First Phase:*

Visioning and Researching - During this phase, a needs assessment occurs, which is supported by review of current research, standards and benchmarks, teaching methodologies, exemplary program models and resources.

*Second Phase:*

Revision and Development - During this phase, final direction for change is established, materials are reviewed and pilot studies are conducted.

*Third Phase:*

Implementation - During this phase, the new program is reviewed for any additional revisions or refinements as needed.

*Fourth Phase:*

Evaluate and Monitor - The program is implemented and monitored.

*Fifth Phase:*

Monitor - The program is implemented and monitored.

### **Committee members cycle of activities**

#### **(First Phase) VISIONING and RESEARCHING**

- Modify departmental philosophy and/or belief statement
- Analyze assessment data and student achievements
- Agree to PK-12 S&B's, (determine if current curricula is meeting student needs, identify strengths/weaknesses and gaps)
- Review current emphasis documented on unit maps (Enduring understandings, essential questioning)
- Determine/update pacing guides
- Determine needs for instructional resources

#### **(Second Phase) REVISION AND DEVELOPMENT**

- Revise standards and benchmarks including appropriate technology and research skills
- Identify and design common assessments and collections of evidence
- Review scheduling of learning activities on pacing guides
- Establish common rubrics for skills assessments
- Evaluate resources
- Review and communicate best practices (including implementation of Professional Development)
- Order materials and equipment
- Report to Curriculum Coordinator and School Director

#### **(Third Phase) IMPLEMENTATION**

- Obtain and distribute materials, etc.
- Provide orientation and support on any new initiative for staff. Create trouble-shooting guide.
- Suggest learning activities, teaching strategies and resources.
- Write and Review unit level maps
- Review diagnostic and formative assessments
- Report to curriculum coordinator and school director if revisions are needed

#### **(Fourth Phase) EVALUATE and MONITOR**

- Plan interventions, modifications and enrichments for all students
- Monitor, evolve and refine curriculum through collaborative group study sessions
- Monitor, evolve and refine assessment through collaborative group study sessions
- Monitor vertical alignment of curriculum, focusing on transition years: 5 to 6, 8 to 9, and into AP program
- Evaluate implementation and assess student learning
- Review and revise unit level maps
- Meet collaboratively to review assessment and develop improved teaching strategies

- Summarize accomplishments for the year and submit the following year's goals, tasks and estimated timelines to the admin team.

**(Fifth Phase) MONITOR**

- Review and revise all unit level maps.
- Monitor, evolve and refine curriculum through collaborative group study sessions
- Monitor, evolve and refine assessment through collaborative group study sessions
- Monitor vertical alignment of curriculum, focusing on transition years: 5 to 6, 8 to 9, and into AP program
- Meet collaboratively to review assessment and develop improved teaching strategies
- Summarize accomplishments for the year and submit the following year's goals, tasks and estimated timelines to the admin team.

