

**Camdenton R-III School District
Revision Cycle**

Curriculum

2011-12 through 2015-16

Level of Planning	2011-12 (Revision of Cycle and Review)	2012-13	2013-2014	2014-2015	2015-2016
1 Revise and adopt district components which include rationale, course descriptions, goals, power standards and other expectations, scope and sequence, alignment to state curriculum documents, recommended in-services, and budget planning	Science Technology Education Theater Arts Health/PE and Health/Drug Education Foreign Language Gifted Education Guidance Social Studies Art Education FACS Industrial Arts and Industrial & Engineering (Technical) Library Business Education Music Education	Mathematics Language Arts Technology Education Theater Arts Gifted Education Guidance Art Education FACS			
2 Revise and adopt curriculum components which include instructional activities (utilize or create power standard assessments), interventions, enrichments, workplace readiness skills, and recommended resources (Board approval would occur at this point)		Science Health/PE and Health/Drug Social Studies Business Education Foreign Language Industrial Arts and Industrial & Engineering (Technical) Library Music Education	Mathematics Language Arts Technology Education Theater Arts Gifted Education Guidance Art Education FACS		
3 First year implementation; in-service, monitor, adjust, and revise			Science Health/PE and Health/Drug Social Studies Business Education Foreign Language Industrial Arts and Industrial & Engineering (Technical) Library Music Education	Mathematics Language Arts Technology Education Theater Arts Gifted Education Guidance Art Education FACS	
4 Implement, monitor and adjust	Mathematics Language Arts	Mathematics Language Arts		Science Health/PE and Health/Drug Social Studies Business Education Foreign Language Industrial Arts and Industrial & Engineering (Technical)	Mathematics Language Arts Technology Education Theater Arts Gifted Education Guidance Art Education

				Library Music Education	FACS
5 Implement, monitor, adjust	Mathematics Language Arts	Mathematics Language Arts			Science Health/PE and Health/Drug Social Studies Business Education Foreign Language Industrial Arts and Industrial & Engineering (Technical) Library Music Education
6 Program Evaluation	Mathematics Language Arts ????	Mathematics Language Arts			

Curricular Teams

Vertical teams will address curricular revisions in the four core areas. Teams will discuss curricular issues for the first hour of each meeting in the 2011-2012 school year and utilize the remainder of the time to continue designing common assessment based on the generic scoring templates.

Guidance will address curricular revisions during their routine collaborative process.

Health and Physical Education will have a representative from each building to contribute to the revision process.

Art will have a representative from each building to contribute to the revision process.

Library/Media Center Specialist will have a representative from each building to contribute to the revision process.

Theater arts will have representatives from the middle and high schools to contribute to the revision process.

Foreign language will have a representative from Spanish and French courses as the middle and high schools to contribute to the revision process.

Industrial Arts and Industrial Engineering will send representatives from each course taught in these areas to contribute to the revision process.

Music Education will send representatives from each building to contribute to the revision process.

FACS will send representatives from the middle and high schools to contribute to the revision process.

Technology Education

Description

Planning Level 1

Revise and adopt district components which include (Review and acceptance of previous statements is acceptable):

- Rationale- statement of purpose for a course
- Course descriptions- for each course in a content area, an accurate and current description of the course will be submitted
- Goals- statements that contain a description of what the student should know and be able to do at the end of a particular course, which includes how the teacher/team plans to measure this statement
- Power standards and other expectations- identify power standards (meeting district description of a power standard) and other curricular expectations for the content. Deconstruct standards as necessary and identify the depth of knowledge for instruction
- Scope and sequence- graphically organize a sequence of courses in the content area
- Alignment to state curriculum documents- utilize state documents when applicable, Common Core Standards, and/or national guidelines for the content area
- Recommended in-services- identify the training needed to support instruction at the various levels of the content area and consider the resources used to determine training needs
- Budget planning- determine cost of textbook series, other resources, training and related items

Planning Level 2

Revise and adopt district components which include (Review and acceptance of previous statements is acceptable):

- Revise and adopt curriculum components which include instructional activities (utilize power standard assessments)- identify best practices in the instruction of the content area and formulate pre- and post-power standard assessments if they have not been completed
- Interventions- identify interventions determined as effective through action research and data generated in the intervention process
- Enrichments- identify effective enrichment activities as determined by action research and data generated in the intervention process
- Workplace readiness skills- identify all skills (e.g. reading, information writing, persuasive writing, statistical knowledge, etc.) that apply directly to the college and workplace
- Recommended resources- textbook and other supporting resources used in the content area
- Provide professional development identified in planning level 1

Level 3- Implementation

First year implementation:

- Training and professional development for the first year,
- Monitor student performance through data collection template and solicit teacher input through survey
- Adjust as necessary to enhance student learning, and
- Revise if student performance data suggests the need to make early revisions to the curriculum

Level 4- Monitor

- Monitor student performance through data collection template and solicit teacher input through survey
- Adjust as necessary to enhance student learning

Level 5- Monitor

- Monitor student performance through data collection template and solicit teacher input through survey
- Adjust as necessary to enhance student learning

Level 6- Evaluation

Program Evaluation
Review of relevant research

Supporting Documents for Curriculum Revision Cycle

<enter template including rationale, course description, power standards, scope and sequence, alignment to standards, required training, and budgetary needs>

VISION: Everyone learning every day.
MISSION: Create a learning community that maximizes each individual's performance for future success.
SUBJECT AREA, GRADE LEVEL, COURSE TITLE:
COURSE RATIONALE (WHY WE OFFER THIS COURSE): click here to enter text
COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE):
COURSE POWER STANDARDS (SEE POWER STANDARD GRID AND/OR LIST AND DESCRIBE THE POWER STANDARD (E.G. R2C- READING COMPREHENSION OR MUSIC- POWER STANDARD 1- COMPOSING) : Course Scope and Sequence: see attached (this should be a visual representation of the course scope and sequence k-12) Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught):
GOALS: (LIST WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO AFTER THIS COURSE AS WELL AS HOW WE PLAN TO MEASURE THIS STATEMENT) FOR EXAMPLE:
REQUIRED TRAINING: MSIP Standard: Persons Responsible: Funding Source: Date of Implementation: Date of Completion:
BUDGETARY NEEDS: click here to enter text

<enter template for instructional activities, assessments, interventions, enrichment, readiness, and textbook/resources>

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COURSE RATIONALE: click here to enter text
COURSE POWER STANDARDS: Course Scope and Sequence: Alignment to State Standards:
SUGGESTED INSTRUCTIONAL ACTIVITIES:
COMMON ASSESSMENTS: CREATED <input type="checkbox"/> POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text
SUGGESTED INTERVENTIONS: click here to enter text
SUGGESTED ENRICHMENTS: click here to enter text
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
TEXTBOOKS AND RESOURCES: REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE ___ / ___ / ___

<sample data collection template>

Communication Arts	Pre-test	Post-test	Highly Effective Intervention	Progress
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3rd Grade R1E
3rd Grade R2C
3rd Grade R3C
3rd Grade W1A
3rd Grade W3A
4th Grade R1G
4th Grade R1H
4th Grade R2C
4th Grade R3C
4th Grade W1A
4th Grade W2B
4th Grade W2C
4th Grade W2Ea
4th Grade W2Eb

<teacher perception survey- to be accessed through the district website (this could be modified for particular content)>

Using the following rating scale, 1- strongly disagree to 5- strongly agree, answer the following questions:

- | | | | | | |
|---|---|---|---|---|---|
| 1. I utilized the district curriculum as posted on the website. | 1 | 2 | 3 | 4 | 5 |
| 2. I utilized the assessments created to support the district curriculum. | 1 | 2 | 3 | 4 | 5 |
| 3. Student performance data indicated a growth in my classroom. | 1 | 2 | 3 | 4 | 5 |
| 4. The curriculum supported the identified power standards. | 1 | 2 | 3 | 4 | 5 |
| 5. The instructional materials supported the district curriculum. | 1 | 2 | 3 | 4 | 5 |
| 6. Open Ended- What were the strengths and weaknesses of this curriculum? | | | | | |

<utilize program evaluation template>

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DISTRICT GOAL: click here to enter text

OBJECTIVE:
MSIP Standard:
Progress Measures (Goals for strategic plan) (Include specific proficiency targets related to the assessments used to monitor progress):

Year	Baseline/Progress/Target	Proficiency Target

STRATEGY:
MSIP Standard:
Persons Responsible:
Funding Source:
Date of Implementation:
Date of Completion:

PROGRAM : click here to enter text

PROGRAM TARGETS (PROGRAM SPECIFIC GOALS):
TARGET -
LONG TERM (FINAL PROGRAM TARGET)-
EXPLANATION OF DATA/INFORMATION-

TIMELINE: click here to enter text

RESULTS (BASED ON PROFICIENCY TARGET(S)): click here to enter text

SUMMARY OF EVALUATION

RECOMMENDED REVISIONS

PROGRAM DETERMINATION: CONTINUATION REVISION ELIMINATION

EVALUATOR: _____

DATE: ____/____/____

RECEIVED
MAY 10 2005
STATE OF TEXAS
COMMISSION ON
UNIVERSITY AND
HIGHER EDUCATION

Phase 1 Curricular Revision Document

VISION: Everyone learning every day.
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SUBJECT AREA, GRADE LEVEL, COURSE TITLE: click here to enter text
COURSE RATIONALE (WHY WE OFFER THIS COURSE): click here to enter text
COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): click here to enter text
COURSE POWER STANDARDS (SEE POWER STANDARD GRID AND/OR LIST AND DESCRIBE THE POWER STANDARD (E.G. R2C- READING COMPREHENSION OR MUSIC- POWER STANDARD 1- COMPOSING) : Course Scope and Sequence: see attached (this should be a visual representation of the course scope and sequence k-12) Alignment to State Standards (Identify power standards with the GLE/CLE or Common Core Code and list other standards taught): click here to enter text
GOALS: (LIST WHAT STUDENTS SHOULD KNOW AND BE ABLE TO DO AFTER THIS COURSE AS WELL AS HOW WE PLAN TO MEASURE THIS STATEMENT) FOR EXAMPLE: click here to enter text
REQUIRED TRAINING: MSIP Standard: click here to enter text Persons Responsible: click here to enter text Funding Source: click here to enter text Date of Implementation: click here to enter text Date of Completion: click here to enter text
BUDGETARY NEEDS: click here to enter text

Phase II- Curriculum Revision Document
Content/Grade Level _____

VISION: Everyone learning every day.

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COURSE RATIONALE: click here to enter text

COURSE POWER STANDARDS:

Course Scope and Sequence:
Alignment to State Standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES: (SEE EXEMPLAR LESSONS)

COMMON ASSESSMENTS:

CREATED

POSTED

IMPLEMENTED click here to enter text

SUGGESTED INTERVENTIONS: click here to enter text

SUGGESTED ENRICHMENTS: click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

TEXTBOOKS AND RESOURCES:

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE ____ / ____ / ____