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In Pleasantdale, our Strategic Blueprint drives our cycle of continuous improvement. The Blueprint goal of Building Learning Capacity contains action steps that focus on aligning and publishing curriculum in all academic areas. Because it is unrealistic to tackle every area all at one time, it is necessary to have a process to follow that guides our work when it comes to reviewing, evaluating, and implementing curricula. Having a process for curriculum review provides a structure for our teachers to work collaboratively, and at the same time, it helps our district plan and allocate time and resources to support our ongoing improvement.

This year, the members of Curriculum Council, led by Dr. Ban, have worked to redefine Curriculum Council and create a curriculum review process that supports the Strategic Blueprint and the needs of the district. This redefined role for Curriculum Council members is to oversee and support the implementation of the curriculum review cycle, and to create the process and standards for how curricula is reviewed, evaluated, and implemented in Pleasantdale School District 107. The Assistant Superintendent of Teaching and Learning, the Elementary Grade Level Coordinators, and the Middle School Subject Area Coordinators sit on Curriculum Council.

In Pleasantdale, both curriculum work and curriculum review have taken many forms over the years. Therefore, one of the greatest and most immediate needs we identified was to have a clearly defined process for curriculum review and revision. Through monthly meetings this school year, the members of Curriculum Council spent their time researching best practices in curriculum review, looking at other high performing districts' processes, and having thorough discussions about the unique makeup and needs of Pleasantdale. The committee felt strongly about having a process that was flexible and could be adapted to meet the needs of each curricular area, while at the same time addresses vertical alignment Pre-K through 8 but still accounts for differences at the elementary and middle grades.

The curriculum review process that we developed for Pleasantdale School District 107 follows a flexible cycle that takes place over five phases. The process allows for an in-depth study of each curricular area that is tailored to the needs of both school buildings and the district, thus supporting a strategic and sustainable approach. A flexible process also allows for time to review, create, revise, and implement with consistency, but at the same time provides the opportunity for each subject area to move at a pace that best fits the needs and resources available. There are **no time limits** for each phase of the process. Instead, each subject area team creates the timeline for work to be completed based on the needs of their particular area under review. Because the process is managed by members of the Curriculum Council, the process also allows for continuous review so that teams can respond to any immediate needs for students and teachers, commitment to local school and district improvement goals, as well as any policy changes at the local, state, and national levels. The phases of curriculum review in Pleasantdale's process are as follows:

Phase 1: Convene and Train a Subject Area Team

The Subject Area Team convenes and begins laying the foundation for the curriculum review process. In this first phase, the team is comprised of representatives from both schools and works collaboratively as a K-8 team. The team receives training on the Curriculum Review process and best practices/standards in the designated subject area. The team also creates the philosophy and beliefs for the designated subject area and designs and conducts needs assessments.



Phase 2: Identify Needs and Create a Timeline

The Subject Area Team uses the data from the needs assessment(s) to set goals, develop a timeline for work, and then completes any Phase 2 work during this time. The team continues to work as a K-8 team to ensure vertical alignment in the subject area. Based on the the results of the needs assessment(s), the subject area curriculum review team identifies a timeline for work that may include addressing learning targets, outcomes, scope/sequence, resource needs, technology needs, and assessments for the designated subject area.

Phase 3: Evaluate and Select Resources and Professional Development

At this point in the process, the team may choose to break off into school-based teams to focus on resources and professional development that is needed for each building. The elementary and middle school staff may have differing timelines depending on what the Subject Area Team has mapped out for this phase in the process. Regardless, it is during this phase that the subject area curriculum review team arranges professional development centered around the chosen resources/needs, organizes site visits, examines digital and print resources, gathers feedback from special services, and finally, evaluates and selects resources.

Phase 4: Implement Resources/Curricula and Train Staff

This phase in the process marks the implementation of any new resources, practices, and curricula that came out of the work done in phases 1, 2, and 3. After obtaining approval from the Board of Education for any new resources, the resources are implemented, all staff engage in professional development, and may participate in site visits. Collaboration occurs to support needs of all special populations. Parents receive communication on the implemented practices and resources. Again, the Elementary and Middle School timelines may differ based on the initial planning of the Subject Area Team.

Phase 5: Reflect and Monitor Progress

Finally, in this phase, the entire (K-8) subject area curriculum review team meets towards the end of the first year of implementation to conduct a “mini” needs assessment. The needs assessment may include re-visiting the evaluation tools used in the initial needs assessment, reviewing program goals, collecting student data, and surveying stakeholders. The purpose of the needs assessment is to analyze the effectiveness of the implementation of the chosen resources and practices. Revisions to the curriculum determined by the team will occur as needed. The team will continue to meet annually throughout this phase to monitor the implementation and effectiveness of the curriculum and identify adjustments or improvements. The team can also identify additional professional development needs, and determine when to re-start cycle.

Presentation Takeaways:

- Curriculum Council has been redefined to focus on supporting the review and implementation of curricula in the district.
- Pleasantdale’s new curriculum review process is flexible and can be adapted to meet the needs of each curricular area, while at the same time addressing the complexities of both buildings yet still maintaining vertical and horizontal alignment.
- The process consists of five phases that are planned and carried out by a subject area team. The team works both as a K-8 team and also separates into an elementary and middle school team when appropriate during the process.