



**FOREST LAKE AREA SCHOOLS
FOREST LAKE, MN 55025**

October 7, 2010

AGENDA ITEM: 9.2

**TOPIC: APPROVE CURRICULUM REVIEW CYCLE 2010-11 TO
2014-15**

BACKGROUND: The Curriculum Review and Development Cycle is a five year process incorporating different phases of curriculum review and development each year.

PROCESS: During the 2010-11 school year, three curriculum departments will begin the first year of their third cycle of the Curriculum Review and Development Process. Included in the review cycle is a study of how the district's learner outcomes align with the Minnesota Academic Standards for that content area, as well as the Minnesota Comprehensive Assessments, which include the MN Graduation Requirements. Departments continue to refine course offerings across the K-12 spectrum, analyze data, and recommend professional development to improve instruction.

Inclusion, diversity, multiculturalism, gender fairness and technology integration, are also assessed during the cycle. As the teachers and administrators work throughout the process, feedback is sought from the Curriculum and Instruction Advisory Committee.

The Curriculum Review and Development Cycle has been integral to gains in student achievement for the past ten years.

RECOMMENDATION: Final approval of the Curriculum Review and Development Cycle 2010-11 to 2014-15.

**Forest Lake District Curriculum Review and Development Cycle
DRAFT September 2010**

<p style="text-align: center;">Research & Review YEAR 1</p>	<p style="text-align: center;">Appropriate Materials & Instruction YEAR 2</p>	<p style="text-align: center;">Implementation YEAR 3</p>	<p style="text-align: center;">Implementation Monitor and Adjust YEAR 4</p>	<p style="text-align: center;">Assessment & Evaluation Of Improvements YEAR 5</p>
<p>How does what we are doing now correlate with the research?</p> <p>TASKS</p> <ul style="list-style-type: none"> Review existing elementary outcomes and secondary course outlines Review philosophy statement Review local, state, and national test/assessment data Research instructional methods and content pertaining to the subject area Research best practices in instruction including leadership, testing and assessment, instructional methods, diversity, differentiation, classroom management, technology integration, brain research, special student populations (ESL, Special Ed, Gifted, etc.) Review the previous data from the parent/community/stu- 	<p>What are we going to do, how are we going to do it, and how will we know that we accomplished it?</p> <p>TASKS</p> <ul style="list-style-type: none"> Align learner outcomes/course outlines with state and national standards Rewrite and possibly learner elementary and secondary course outlines, and when appropriate develop curriculum maps Review local, state, and national test/assessment data Revise/confirm philosophy statement Develop criteria for selection of instruction methods and materials Plan staff development for effective instruction Select appropriate materials and complete necessary paperwork Summarize work for the Board 	<p>How do we effectively put the plan into practice?</p> <p>TASKS</p> <ul style="list-style-type: none"> When appropriate, distribute materials When appropriate, deliver staff development and follow-up training Review local, state, and national test/assessment data When appropriate, survey staff Summarize work for the Board <p>PRODUCTS</p> <ul style="list-style-type: none"> Minutes from Curriculum Review meetings when appropriate Written summary of Year 3 	<p>How well is the plan working and how can we make it work better?</p> <p>TASKS</p> <ul style="list-style-type: none"> If appropriate and if resources are available, respond to needs identified by staff Review local, state, and national test/assessment data When appropriate, survey staff Minutes from Curriculum Review meetings, when appropriate Written summary of year 4 <p>PRODUCTS</p> <ul style="list-style-type: none"> Survey results Minutes from Curriculum Review meetings, when appropriate Written summary of year 5 	<p>Is what we set out to do happening - are students learning?</p> <p>TASKS</p> <ul style="list-style-type: none"> Review local, state, and national test/assessment data If appropriate and if resources are available, respond to needs identified by staff When appropriate, survey staff Survey parents/community/students Survey results Minutes from Curriculum Review meetings, when appropriate Written summary of year 5

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	<ul style="list-style-type: none"> • dent survey of year 5 in the previous cycle • Meet with C&I • Develop recommendations/goal based on research from the year <p>PRODUCTS</p> <ul style="list-style-type: none"> • Meeting Minutes • Summary of content-specific information and best practices in instruction • Presentation to School Board 	<p>Products</p> <ul style="list-style-type: none"> • Minutes from Curriculum Review meetings • Brochure for parents and the community • Updated learner outcomes or course outlines • Additions or deletions of secondary courses to the Board • Written summary of year 2 • Local Assessments 			
2010/11	Math, FACS, Agriculture	Health, Music Media	Business, World Languages	Social Studies, Phy. Ed., Art	Ind. Tech., Language Arts, Science
2011/12	Ind. Tech. Language Arts, Science	Math, FACS, Agriculture	Health, Music, Media	Business, World Languages	Social Studies, Phy. Ed., Art
2012/13	Social Studies, Phy. Ed., Art	Ind. Tech. Language Arts, Science	Math, FACS, Agriculture	Health, Music, Media	Business, World Languages
2013/14	Business, World Languages	Social Studies, Phy. Ed. Art	Ind. Tech. Language Arts, Science	Math, FACS, Agriculture	Health, Music, Media
2014/15	Health, Music, Media	Business, World Languages	Social Studies, Phy. Ed. Art	Ind. Tech. Language Arts, Science	Math, FACS, Agriculture