

Hamilton Curriculum Revision Process

The Hamilton School District has embarked on a journey to update all aspects of our curriculum in each of the content areas. While this process will take time to complete, the creation of a coherent body of knowledge for students in each of the content areas will provide a strong foundation for learning and allow our district to closely monitor the needs of our students.

The phases for curricular revision are as follows:

<p><u>Planning Level 1</u></p> <p>Revise and adopt district components which include (Review and acceptance of previous statements is acceptable):</p> <ul style="list-style-type: none"> • Course descriptions- for each course in a content area, an accurate and current description of the course will be submitted • Common Core Standards will be posted in the classrooms on a daily basis where students can view. • Priority standards and other expectations- identify priority standards (meeting district description of a priority standard) and other curricular expectations for the content. Identify the depth of knowledge for instruction. • School-wide vertical alignment of content standards (Math and ELA is complete). • Alignment to the Common Core Standards for each 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 	<p><u>Planning Level 2</u></p> <p>Revise and adopt district components which include (Review and acceptance of previous statements is acceptable):</p> <ul style="list-style-type: none"> • Revise and adopt curriculum components which include instructional activities (utilize priority standard assessments)- identify best practices in the instruction of the content area and formulate pre- and post-priority standard assessments if they have not been completed (math completed, JH and HS ELA 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
<p><u>Level 3- Implementation</u></p> <p>First year implementation:</p> <ul style="list-style-type: none"> • Training and professional development for the first year, • Monitor student performance through data collection template (math completed, JH and HS ELA completed) • Adjust as necessary to enhance student learning, and • Revise if student performance data suggests the need to make early revisions to the curriculum 	<p><u>Level 4- Monitor</u></p> <ul style="list-style-type: none"> • Monitor student performance through data collection template (ongoing) • Adjust as necessary to enhance student learning
<p><u>Level 5- Monitor</u></p> <ul style="list-style-type: none"> • Monitor student performance through data collection template (ongoing) • Adjust as necessary to enhance student learning 	<p><u>Level 6- Evaluation</u></p> <p>Program Evaluation Review of relevant research</p>

Green indicates completed. Blue indicates in process. Red indicates not started.

***Monitored by the School Improvement Team**