

**East Lyme Public Schools
2020-2021 Curriculum Review Schedule**

The table below is the proposed Curriculum Review Schedule for 2020-2021

The table also outlines within each content area the phases of curriculum development that are identified to support continuous instructional improvement.

Rev. 6.8.20

ELPS Curriculum Model for Instructional Improvement 2020-2021

Year	Phase I Curriculum Development and Design	Phase II Curriculum Alignment	Phase III Curriculum Implementation and Monitoring	Phase IV Curriculum Analysis	Phase V Curriculum Evaluation	Phase VI Curriculum Renewal
20-21	English Language Arts Visual Arts Music Family Consumer Life Skills	World Language Library Media Technology Education Health Physical Education Social Studies PK	Science			Math
21-22	Math	English Language Arts Visual Arts Music Family Consumer Life Skills	World Language Library Media Technology Education Health Physical Education Social Studies PK	Science		
22-23		Math	English Language Arts Visual Arts Music Family Consumer Life Skills	World Language Library Media Technology Education Health Physical Education Social Studies PK	Science	
23-24			Math	English Language Arts Visual Arts Music Family Consumer Life Skills	World Language Library Media Technology Education Health Physical Education Social Studies PK	Science



East Lyme Public Schools will inspire, engage and educate each student to become a contributing citizen and a responsible, independent, and critical thinker.

Phases of Curriculum Development

Phase I: Curriculum Development

Purpose: To develop understanding of purpose of content standards, unpacking standards and revise and/or develop essential curriculum elements of Scope and Sequence and curriculum map. Through the curriculum maps, the district or team will:

- recommend evidence-based instructional materials and practices in this discipline: Differentiated Instruction, Universal Design for Learning (UDL) and Enrichment;
- establish/revise assessment system, and data driven instructional process;
- identify professional learning and development needs to support student learning.

Phase II: Curriculum Alignment

Purpose: To align curriculum to district, state and national standards, resources and district goals, so that the curricular units of study provide:

- Stage 1: WHY: Genre, Alignment and Essential Questions;
- Stage 2: HOW: Assessment FOR Learning and Assessment OF Learning;
- Stage 3: WHAT: Learning Tasks and Networking Resources.

Phase III: Curriculum Implementation

Purpose: To implement the revised curriculum, instructional practices, and resources while monitoring the implementation to:

- ensure professional development and support necessary for effective implementation and improved learning for all students;
- ensure the alignment of the intended, taught, and assessed curriculum;
- monitor data and progress towards intended results.

Phase IV: Curriculum Analysis

Purpose: To reflect on critical questions in an effort to:

- assess existing student learning using data. Assess current curriculum to identify evidence-based best practices in the discipline;
- identify the current essential learning outcomes, assessments, and instructional practices in the discipline;
- analyze the effectiveness of current practices in the discipline;
- analyze our curriculum against the district rubric for curriculum development as it aligns to the framework for teaching and learning;

Phase V: Curriculum Evaluation

Purpose: To review and evaluate student outcomes and determine effectiveness of the program. The evaluation will determine the next Phase of curriculum development to engage in.

Phase VI: Curriculum Renewal

Purpose: To provide a continuous process at regular intervals to assess the effectiveness of the curriculum in any content area. Each program will take responsibility for acquiring feedback to ensure the curriculum responds to:

- students' current and anticipated needs for knowledge and skills in the particular discipline;
- emerging trends in content and modes of instruction from outside of East Lyme;
- opportunities for collaboration within the discipline and across disciplines;
- opportunities to use off-campus resources to enrich the classroom education, provide real-time exploration;
- the role of technology in supporting reaching and learning;
- appropriate assessment strategies.