



Curriculum and Assessment Review Process

Process Overview:

All curricular areas will be systematically updated to provide relevant, rigorous and aligned curriculum and instruction in every Classroom Learning System in MyPath Schools. A review of the Academic State Standards, State Assessment System, instructional practices, and student achievement data will be included as key components of the process.

A balanced systematic plan will be generated so that curricular revisions are based upon performance as specified in the standards and content areas. This will provide curriculum design/pilot teams with additional data regarding student accomplishment of learning outcomes, and will provide a comprehensive system for assessing learner performance that will include both standardized and performance-based measures.

The focus of implementation of the curricular resources will be at the MyPath school site and MyPath schools level with the Learning Coordinator, Education Administrator, Instructional Coaches, and Educator's as the key stakeholders in the implementation process. Ongoing monitoring of implementation is important to ensure a guaranteed and viable curriculum, educational equity, and coherence is offered to meet learners needs.

All curriculum review, renewal, design, and pilot processes will be communicated through the use of the Continuous Improvement Framework. The hallmarks of our curriculum review, renewal, design, and pilot process include focused and aligned ownership and leadership from the Learning Coordinator Education Administrator, Instructional Coaches, and Educators. The Learning Coordinator, Education Administrator, Instructional Coaches, and Educators will analyze and identify strategic areas in need of improvement, and make a commitment to the professional development of educators and administrators.

Stakeholder Partnership:

The Learning Coordinator will identify a steering committee to oversee the alignment process. Level-specific (elementary, secondary) design teams will also comprise educators, and instructional coach(s). Education Administrator, Instructional Coaches, and Educator representatives are involved as partners in the process and are providers of feedback throughout the process. The Education Administrator and Learning Coordinator are responsible for curriculum approval.

Improvement Cycle:

The accompanying steps outline specific steps MyPath Schools will use to annually review this key process. The Learning Coordinator will communicate proposed changes to Education Leadership team members. The Education Administrator and Learning Coordinator will make final approval.

All curriculum review, renewal, design team, and pilot efforts are grounded in the MyPath Schools Mission and Vision. The most recent iteration of MyPath core beliefs and learning requirements are first studied by the design team so that all subsequent work can be tied directly to the core beliefs and learning requirements and analyzed for the effectiveness of learning outcomes.

Curriculum Review, Renewal, Design Team, and Pilot Process

Year 1: Know and Understand the Standards. Review and Material Selection

In Year 1, the Curriculum Team will conduct a comprehensive review of best practices, data, and stakeholder input gathered during program evaluation. Findings will be presented in at least four categories to guide curricular development and instructional practice: feedback from stakeholders, analysis of any new standards, pedagogical research and best practices, and practical content from beyond education. In the fall, the Curriculum Team will identify specific curricular areas for alignment.

The Pilot Process will be implemented throughout the pilot for planning and support. The Learning Coordinator will complete an evaluation of selected curricular resources using EdReports and collaborate with districts that have implemented these resources to assess their impact on learning outcomes.

To monitor curriculum alignment and improvement efforts to ensure implementation is done with fidelity, the Learning Coordinator and Curriculum Team will develop a [MyPath Rubric](#) for the Pilot, detailing the process and implementation stages. The Curriculum Team will collect data from assessments and compare data to classroom learning systems that are not piloting. The Instruction and Assessment Coordinator and Coaching Department will conduct walkthroughs and meet with educators who are piloting for anecdotal feedback during the pilot. The Learning Coordinator and Curriculum Team will receive consistent updates with respect to effectiveness, additional resource needs, professional development, or recommended changes in approach from the educator and learning coach.

The selection of core and supplemental resources will be analyzed by the Curriculum Team, the team will determine what core and supplemental resources will be piloted. A professional development plan for the pilot will be developed. Professional Development will be required by the resource vendor.

The Pilot Team, Instruction and Assessment Coordinator, Instructional Coaches and Education Administrator will determine if the pilot should be adopted. After approval, the resource will become the curriculum for MyPath Schools.

Year 2-3: Initial Implementation and Development

Year 2 of implementation will include ongoing work and improvements to day-to-day lesson plans, as well as the development of assessments, rubrics, and reporting criteria that align with the curriculum. An implementation plan should include how this work will be carried out, including plans for teacher training. Professional development will be provided for educators through the first three years of implementation. They will be consulted to ensure any opportunities for improvement are identified and addressed through professional development.

Recommended professional learning and support will foster ongoing teacher development around the following: Content; Instructional resources and high-impact teaching strategies; Assessment review and development, data collection, analysis, and problem-solving. Curricular revision often requires new assessments, rubrics, and reporting criteria. These should be aligned to support the learning community process, teacher instruction, student understanding, and feedback about learning.

A common assessment tool will be written, administered, analyzed, and revised. Every consideration should be given to the following implementation needs: Assessment development, Assessment use; Analysis of assessment results; Revision of assessments.

Teachers are expected to use adopted curricula and instructional resources in Year 2 implementation, providing ongoing feedback to improve lesson/unit plans, assessments, and rubrics. Improvements to day-to-day lesson plans are expected in Year 3, with system-wide cohesion/fidelity expected by the beginning of Year 3.

Year 4: Implementation and Progress Monitoring/Review:

Evaluate current curriculum expectations and student outcomes, measuring our impact on student learning by addressing three key questions: To what degree is our curriculum being taught with fidelity? What does achievement data say about the effectiveness of our curriculum? What does disaggregate achievement data say about the effectiveness of our curriculum?

Year 5-7: Adoption:

Building upon previous efforts, findings, and recommendations, instructional teams will

complete the development of curricular documents which include priority standards, essential skills and questions, enduring understandings, and the scope and sequence. Continued education meetings and consultation with instruction and assessment coordinator and instructional coaches for training and support.

Curriculum Review Cycle

Our curriculum review and development process will function as a living document—continuously adapting to evolving student needs, instructional best practices, and programmatic goals. This approach ensures that our curriculum remains aligned with the most effective strategies for student growth while maintaining the necessary structure for long-term planning and accountability.

Genesee Lake School Curriculum Review Cycle

YEAR	Year 1	Year 2	Year 3	Year 4	Year 5-7		
	Curriculum Review & Material Selection	Initial Implement a-tion	Develop-ment	Mid- Point Review	Implementation and Refinement		
2024/ 2025	K-5 ELA Transition Health/HG D	Digital Citizenship SEL	K-12 Social Studies Science				
2025/ 2026	6-12 ELA Transition PE	K-5 ELA Transition Health/HG D	Digital Citizenship SEL	K-12 Social Studies Science			

2026/ 2027	K-12 Social Studies Science	6-12 ELA Transition PE	K-5 ELA Transition Health/HG D	Digital Citizenship SEL	K-12 Social Studies Science		
2027/ 2028	Math	K-12 Social Studies Science	6-12 ELA Transition PE	K-5 ELA Transition Health/HG D	Digital Citizenship SEL	K-12 Social Studies Science	
2028/ 2029	Math	Math	K-12 Social Studies Science	K6-12 ELA Transition PE	K-5 ELA Transition Health/HG D	Digital Citizenship SEL	K-12 Social Studies Science
2029/ 2030	Digital Citizenship SEL	Math	Math	K-12 Social Studies Science	6-12 ELA Transition PE	K-5 ELA Transition Health/HG D	Digital Citizenship SEL
2030/ 2031	K-6 ELA Transition PE/Health/ HGD	Digital Citizenship SEL	Math	Math	K-12 Social Studies Science	6-12 ELA Transition PE	K-5 ELA Transition Health/HG D

The Richardson School Curriculum Review Cycle							
YEAR	Year 1	Year 2	Year 3	Year 4	Year 5-7		
	Curriculum Review & Material Selection	Initial Implementa -tion	Develop- ment	Mid- Point Review	Implementation and Refinement		
2024/ 2025	K-12 ELA K-12 Health & PE	Digital Citizenship SEL	Transition				
2025/ 2026	K-12 Math	K-12 ELA K-12 Health & PE	Digital Citizenship SEL	Transition			
2026/ 	K-12 Social Studies	K-12 Math	K-12 ELA K-12 Health	Digital Citizenship	Transition		

2027	Science		& PE	SEL			
2027/ 2028	Transition	K-12 Social Studies Science	K-12 Math	K-12 ELA K-12 Health & PE	Digital Citizenship SEL	Transition	
2028/ 2029	Digital Citizenship SEL	Transition	K-12 Social Studies Science	K-12 Math	K-12 ELA K-12 Health & PE	Digital Citizenship SEL	Transition
2029/ 2030	K-12 ELA Transition PE/Health	Digital Citizenship SEL	Transition	K-12 Social Studies Science	K-12 Math	K-12 ELA K-12 Health & PE	Digital Citizenshi p SEL
2030/ 2031	K-12 Math	K-12 ELA Transition PE/Health	Digital Citizenship SEL	Transition	K-12 Social Studies Science	K-12 Math	K-12 ELA K-12 Health & PE

TC Harris Curriculum Review Cycle						
YEAR	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Curriculum Review & Material Selection	Initial Implementa - tion	Developme nt	Mid-Point Review	Implementation and Refinement	
2024/ 2025	Literacy/ Handwriting	CTE (Art, Business, Music, Consumer Science) (2023/ 2024)	Science (2022/ 2023)	Mathematics (2021/ 2022)	Social Studies (2020/ 2021)	Language Arts/ World Languages (2019/ 2020)
2025/ 2026	Language Arts/ World	Literacy/ Handwriting	CTE (Art, Business, Music,	Science (2022/ 2023)	Mathematics (2021/ 2022)	Social Studies (2020/ 2021)

	Languages		Consumer Science) (2023/ 2024)			
2026/ 2027	Social Studies	Language Arts/ World Languages	Literacy/ Handwriting	CTE (Art, Business, Music, Consumer Science) (2023/ 2024)	Science (2022/ 2023)	Mathematics (2021/ 2022)
2027/ 2028	Mathematics	Social Studies	Language Arts/ World Languages	Literacy/ Handwriting	CTE (Art, Business, Music, Consumer Science) (2023/ 2024)	Science (2022/ 2023)
2028/ 2029	Science	Mathematics	Social Studies	Language Arts/ World Languages	Literacy/ Handwriting	CTE (Art, Business, Music, Consumer Science) (2023/ 2024)
2029/ 2030	CTE (Art, Business, Music, Consumer Science)	Science	Mathematics	Social Studies	Language Arts/ World Languages	Literacy/ Handwriting