

# Hortonville Area School District

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**Title:** Curriculum Development/ Approval/Evaluation Process      **Date Adopted:** 4/9/84      **Policy No.** 7004  
**Date Revised:** 12/10/01      **Page 1 of 3**

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**Policy Statement:**

The Hortonville Area School District Board of Education requires a process for developing, reviewing and monitoring the delivery of sequentially coordinated, K-12 curricula for all subject areas. This process involves professional staff, includes input from the community and ensures that no course of study shall be eliminated, added or improved without the Board of Education approval. The Board of Education shall provide the necessary funds annually through the budget for activities associated with this process.

**Rationale:**

Curriculum development, review and improvement are a continuous process that assures relevancy to the changing needs of society. In addition, an appropriate and well-sequenced curriculum that is combined with meaningful instructional strategies and on-going assessment enables students to confidently progress to the next level of learning, perform proficiently on state and local assessments and become life-long learners. Ensuring that the curriculum provides the knowledge and skills students ultimately need for a deep understanding of broad concepts and the ability to solve problems also requires current knowledge of how children learn.

**Scope:** All subjects taught in all K-12 schools within the Hortonville Area School District

**Responsibility:** Implementation of this policy/procedure is delegated to the District Administrator and Director of Curriculum.

**Implementation:**

- I. Review and Improvement of Existing Curricula
  1. Existing approved curricula will be regularly reviewed in accordance with a calendar developed by the Director of Curriculum and approved by the Board of Education. The Board of Education Curriculum Committee will review and approve adjustments in the calendar's timeline on or before October 1<sup>st</sup>.
  2. Information and data regarding the subject area being reviewed will be compiled and a report will be provided by the Director of Curriculum for the District Administrator. The report will include summaries of current literature, comparative data from high performing districts, district-wide testing data from past several years, input from staff and recommendations for improvement. A tentative time line for completion of changes will be included.
  3. The report will be provided for the Board of Education ~~Curriculum Committee~~.

President \_\_\_\_\_ Date \_\_\_\_\_

Clerk \_\_\_\_\_ Date \_\_\_\_\_

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4. After review of the report by the Board of Education ~~Curriculum Committee~~, a decision to approve, modify or reject will be made in regard to the recommended changes in the initial report, provide direction as required and establish a timeline. Members of the community may be invited to participate through home-school communiques, Parent Teacher Organizations, the District Newsletter, and the District's website. Direct invitations to participate may also be extended as specified in the Board of Education Curriculum Committee's final report.
5. The Director of Curriculum and building principal(s) establish a team for revising the curriculum in accordance with the final report.
6. Curriculum is revised/rewritten in accordance with the established timeline and in accordance with the Board of Education Curriculum Committee's final report.
7. The building principal reviews the curriculum and checks for compliance with the final report and recommendations.
8. The Director of Curriculum and the District Administrator review the curriculum and check for compliance with the final report and recommendations.
9. The revised curriculum will be reviewed and upon approval by the Board of Education Curriculum Committee and will be recommended for approval to the full Board of Education. Depending upon complexity, two reviews may be required.

## II. Selection of Instructional Materials

1. Upon final approval of the curriculum from the Board of Education, the team develops weighted evaluation criteria and proceeds with the review and selection of materials in accordance with the timeline and guidelines set forth in the final report. Note: Evaluation criteria may require approval by the Board of Education Curriculum Committee.
2. The rationale for the team's selection is provided for review and input from the District Administrator, Director of Curriculum and building principal(s).
3. The Director of Curriculum provides a report including a recommendation and supporting rationale for the adoption of instructional materials to the Board of Education Curriculum Committee for review and approval.
4. The Board of Education Curriculum Committee presents the recommendation for the adoption of instructional materials to the full Board of Education for final approval.
5. Upon approval by the Board of Education, the District Administrator implements the curriculum and authorizes the purchase of instructional materials in accordance with established timeline.

## III. Proposing and Developing New Curricula

1. The Director of Curriculum will meet with representatives proposing the new curricula to determine the rationale for and the specifics of the proposal. Proposals must be submitted to the Curriculum Office on or before October 1<sup>st</sup>.
2. The Director of Curriculum will review the proposal with the appropriate building principal(s) and school curriculum committee on or before October 1<sup>st</sup>.
3. Beginning with the compilation of a report for the Board of Education Curriculum Committee, all steps will be followed hereafter in accordance with those specified in Section I: Review and Improvement of Existing Curricula.

## IV. Assessment of Student Performance

1. **Standardized Testing Program**  
Student performance data in the areas of reading, language, math, science, social studies will be collected through the annual administration of the Wisconsin Knowledge and Concepts Exam in grades 4, 8 and 10. Performance data will also be collected through the annual administration of the TerraNova in grades 1, 2, 3, 5, 6 and 7. Additionally, the Wisconsin Reading Comprehension Test will be administered on an annual basis to students in grade three.

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2. Classroom Assessments

On-going classroom assessment is critical to monitoring student progress on an individual as well as group basis. It is a valuable source of information for teachers as they make instructional decisions and evaluate curricular content. A variety of assessment strategies (i.e. objective tests, portfolios, products and projects) are encouraged and results can be referenced in curriculum related reports.

V. Evaluation

Results of all test data will be reviewed and summarized with observations and trends documented annually for all administrators, Board of Education and staff. Areas of strength will be identified and areas in need of improvement will be addressed with an action plan for review by the Board of Education Curriculum Committee who will then propose the action plan to the full Board of Education for approval.

VI. District Level Management and Approval Process

1. A scope and sequence overview of current curricula will be defined for each major area of study with grade level and course curriculums providing greater detail.
2. A numbering and revision/approval system will be followed to document the implementation of a new curriculum and the history of curricular improvements.
3. All new and revised curricula will be reviewed by the Board of Education Curriculum Committee, approved by the Board of Education and, upon approval, be systematically distributed to the appropriate building principals and teachers.
4. The Wisconsin Instructional Design System (WIDS) format will be followed in developing grade level and course curricula. The following will be included in each curriculum outline:
  - The District Mission Statement
  - The Curriculum Mission/Purpose Statement
  - A Course Summary (Title, Credits, Developers, Date, Instructional Level, Instructional Area, Types of Instruction and Course Length, Target Population, Description, Prerequisites, Primary Resources)
  - Identification of related Core Abilities
  - Identification of related State Standards
  - Competencies, Performance (Assessment) Criteria and Learning Objectives
  - Grading Scale
5. Lesson plans will be submitted weekly and will include learning objectives as specified in the curriculum.
6. Each teacher will be placed on a "Program Committee" to ensure that curriculum related tasks are equitably shared.

**Associated Information:**