Stage	Steps	Persons Responsible	Tentative Timeline

Audit	Curriculum Assessment Baseline (1 hour)
	Background reading and preparation (e.g., SAS-Standards, Power Standards,)
	Operational definitions based on curriculum template
	Evaluation rubric & exercise
	
	Internal Analysis (3-5 hours)
	K-12 sequential program review by content area
	Survey teachers: What are you using (e.g., textbooks, technology, and equipment) and how is it working?
	Gap analysis (e.g., strengths, weaknesses, overlaps, standards-alignment, and gaps)
	Data analysis (e.g., survey and test results)
	Data analysis (e.g., enrollment, recommendation criteria)
	
	External Analysis (1 hour)
	Empirical research by content area and strand
	Best practices via national associations (e.g., NCTM, AASL, ACTFL, or NCTE)
	Benchmarking and/or comparisons with other exemplary schools (e.g., interview, site visit, and/or survey)
	Review any stakeholder surveys and/or focus groups
	
	Establish "power standards," where possible (3 hours)
		K-12 Curriculum Audit Team
		    Elementary representatives from each building & grade (12)
		    Middle school representatives from each grade (6)
		    HS Representatives from each grade (8)
		    Reading specialist representatives (5)-for Reading/ELA curriculum cycle only
		    Principal and/or Assistant Principal
		    Special Education representatives from each level (5 from elem., 3 from ms, 4 from hs)
		    Appropriate Pupil Services Coordinator
		    Appropriate Curriculum Coordinator
		    Director of Curriculum & Instruction
			K12 Curric Audit Team selected: September
			Curric Coord writes and administers internal survey:September
			Curric Coord writes and sends parent/student survey: October
			K12 Curric Audit Team framework meeting: October
			K12 Curric Audit Team conducts internal analysis: November-January
			K12 Curric Audit Team review of external analysis: February
			K12 Curric Audit Team establish power standards: March & April
			Curric Coord and Director of C & I present update to cabinet, bcc, & board: May or June

Develop	Sequence power standards standards
	Research/adopt resources;
	    Consider publisher presentations
	    Use rubric to evaluate top three
	Complete curriculum template
	    Devise list of topics
	    Match topics to resources
	    Develop questions/prompts
	    Establish reading & writing expectations
	Develop/Revise/Select common assessments
	    Use blueprint to ensure standards-alignment, appropriate format, and rigorous ratio of Depth of Knowledge items
	Elementary Only: Develop Units
	Devise Professional Development Plan
	Develop Stakeholder Communication Plan
		K-12 Curriculum Writing Teams
		    For each secondary course, 2-3 representatives
		    For each elementary core subject, at least one rep per grade from each building
		    Appropriate Curriculum Coordinator
			TBD

Implement 1	Implement communication plan
	Engage in professional development
	    Orientation
	    Periodic meetings throughout the year to troubleshoot and support
	    Collaborative planning with Curriculum Coordinators and Principals
	        Develop units and lessons in Professional Learning Communities using formats and rubrics as a guide
	    Systematic analysis of common assessments and resulting data
	Implementation visits by peers, curriculum coordinators and principals
		All teachers
		Curriculum Coordinators
		Principals
			TBD

Implement 2	Continue to develop/revise units and lessons in Professional Learning Communities using formats and rubrics as a guide Pacing/Lesson Adjustments Implementation visits by peers, curriculum coordinators and principals	All teachers Curriculum Coordinators Principals	TBD
Monitor 1	Data Collection Visits by curriculum coordinators and principals Lesson collection and focused feedback Course/Grade Quarterly Meetings with principals and curriculum coordinators Common assessment analysis Student performance data analysis Gradebook review for pacing/lesson adjustments K-12 Curriculum Audit Team meets to review vertical alignment & implementation Continued professional development Stakeholder (teachers, administrators, parents, students, etc.) surveys	All teachers K12 Curriculum Team Curriculum Coordinators Principals	TBD
Monitor 2	Observation & evaluation using implementation as a factor Data Collection Visits by curriculum coordinators and principals Course/Grade Quarterly Meetings with principals and curriculum coordinators Common assessment analysis Student performance data analysis Gradebook review for pacing/lesson adjustments Professional development continued	All teachers Curriculum Coordinators Principals	TBD

Stage	Steps	Persons Responsible	Tentative Timeline
Adjust & Align	From Schmoker's Leading with Focus (p111-112): Create lessons for particularly challenging topics or skills Refine and improve existing curriculum [Transition to PA Core & other relevant standards] Develop and refine common, curriculum-based assessments that emphasize writing and thoughtful engagement with content [& reflect appropriate format when appropriate] Analyze assessment data to assess progress and identify areas that need improvement Collaboratively assess samples of written work to ensure a reasonable level of [inter-rater] reliability and to refine writing instruction Create anticipatory sets for specific topics, skills, and concepts to stimulate interest in content Share and search for the most readable and arresting texts [including primary and secondary sources] to accompany essential standards, topics, issues, and concepts Generate rich, thought-provoking questions for every common text Chunk lessons into manageable steps, as well as identifying particularly difficult chunks and developing and sharing ways to teach them effectively Build whole lessons as a team and practice them in a lesson study format Ensure practice and overlearning of the elements of effective lessons and of selected proven, research-based teaching strategies...	All teachers Curriculum Coordinators Principals	Present through entrance into curriculum review cycle