

Policy IF: CURRICULUM DEVELOPMENT

Status: DRAFT

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EXPLANATION

Recommended Revision proposed by Dr. Jeff Klein, Chief Academic Officer

The board of education directs the instructional staff to implement a curriculum for all instructional courses, of which the core purpose is academic growth and student learning. The administration shall develop a curriculum management plan to ensure alignment and quality of the guaranteed and viable written, taught, and assessed curriculum.

1. The curriculum will align externally to all Missouri Learning Standards and the English learning development standards and internally among grade levels and courses.
2. Written, taught, and assessed curricula must be aligned by the school leadership.
3. Each student has opportunities to excel under the curriculum.
4. Educators will provide learning opportunities aligned to the district curriculum and set clearly identified and communicated learning targets.

Curriculum Development and Review

The superintendent will initiate a curriculum development and review program, in accordance with the educational goals in Policy IA, that will require various administrative and instructional staff (including prekindergarten staff) participation at the building and district levels and involvement from parents/guardians, members of the community, and students. A curriculum guide shall be developed for each course, and the board will review and approve each district-developed curriculum guide.

To support lesson planning, the curriculum shall be defined, sequenced, spiraled, and paced to support a guaranteed and viable taught curriculum. Pacing will allow reasonable flexibility and instructional decision-making for teachers to respond to students' needs, interests, and educational experiences. Instructional objectives in the taught curriculum, however, shall be on grade level, at minimum, and aligned with written board-approved curricular objectives. All teachers shall deliver the board-approved curriculum for their assigned courses, and the administration shall ensure compliance with this requirement.

Curriculum guides will provide teachers with instructional support in the delivery of the written curriculum as well as guidance for differentiation and virtual instructional environments. Curriculum development shall be responsive to the students, school, and community.

The district will provide resources and administrative support for curriculum development, evaluation, and revision. The district will devise a systematic plan to regularly review each curricular area based on the district's assessments and other available data. Responsibility for this review process will rest with the superintendent or designee, with assistance from the building principals. Individuals who are well qualified in a designated area of study will be appointed by the superintendent or designee to a curriculum review committee for the designated curricular area.

The selection and adoption of instructional materials are primarily based on the programs described in the curriculum guides developed by the individual curriculum review committees. The curriculum review process should be completed the year prior to the fiscal year where funds are allocated to purchase instructional materials related to the curriculum content area developed.

Curriculum will be formally reviewed on a rotating, scheduled basis, at minimum every five years, by content area. Strengths, weaknesses, and inconsistencies in the curriculum will be identified through collection of student work, walkthroughs by district curricular personnel, student feedback, teacher feedback, and data from common assessments. Teachers will review the curriculum in their departments and provide feedback to the curriculum committee annually. After reviews, curriculum committees will propose changes, if needed, to the curriculum for board approval.

This policy shall be fully implemented no later than the Fall of 2026. The administration will take necessary steps to ensure all provisions are in place by this deadline, allowing for sufficient planning, resource allocation, and stakeholder communication to support a successful transition.

Definitions

Guaranteed Curriculum - the curriculum is consistently provided to all students without exception. It implies a commitment by the school or district to ensure that every student, regardless of their school or teacher, will have access to the same core content and learning opportunities.

Viable Curriculum - the curriculum is realistically achievable within the available instructional time and resources. A viable curriculum focuses on essential content and skills, ensuring that teachers can effectively teach the material, and students can master it within the school year. It balances breadth and depth, allowing for meaningful learning without overwhelming students or teachers with too much content to cover.

Written Curriculum - Written curriculum refers to the documented plan or outline of what is to be taught in schools. It includes the goals, standards, objectives, content, and instructional materials that guide teaching and learning. This curriculum is organized into subjects, grade levels, and units of study, providing a clear framework for educators to follow. It serves as the official reference for what students should learn and achieve in a given course or program.

Taught Curriculum - The taught curriculum refers to the actual content and skills that teachers develop and deliver to students in the classroom. It represents how the written curriculum is implemented through instructional strategies, activities, and lessons. While based on the written curriculum, the taught curriculum can vary slightly depending on how teachers use their experience and expertise to interpret and adapt the material to meet the needs of their students. It encompasses what is explicitly taught as well as the informal lessons that may arise during classroom interactions.

Assessed Curriculum - The assessed curriculum refers to the content and skills that are evaluated through tests, quizzes, assignments, and other forms of assessment. It reflects what is actually measured to determine students' understanding and proficiency.

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Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

160.514, .516, RSMo.

5 C.S.R. 20-100.125, Appx. A.

Description

[State Statute](#)

[State Regulation](#)

MSIP References

AS-1

Description

[MSIP STANDARDS](#)

Cross References

AD

Description

[SCHOOL DISTRICT MISSION](#)

GBB

[STAFF INVOLVEMENT IN DECISION MAKING](#)