

To: Dr. Charles Johns  
From: Rosanne Williamson, Ryan Bretag, Cameron Muir, Ed Solis, Chad Davidson, Phil Gartner, Maria Vasilopoulos  
Re: Curriculum Report: Program Review  
Date: April 10, 2023

**Purpose:**

Our purpose is to share an update on the work our teams have achieved through their curriculum improvement efforts. Two Departments represented by three Instructional Supervisors will share their work in the area of program reviews - a process that evaluates the status, effectiveness, and progress of academic programs and helps identify the future direction, needs, and priorities of those programs. It should be noted that one department identified similar needs and worked together.

This report is presented for the Board's review. No action is needed.

**Background:**

We initiated an evaluation of the curriculum review process in October 2021 with our Instructional Supervisors. This internal review identified a need to create a process that

- a. is more meaningful and impactful for the departments;
- b. is centered on actionable data and work;
- c. is more streamlined and focused on academic and well-being outcomes; and,
- d. is aligned with ensuring our students are provided with rigorous academic experiences based on informed teaching and learning practices while maintaining annual course reviews.

With the emergence of Teaching and Learning goals and initiatives in January of 2022, there was alignment between these and the evaluation of the curriculum review process that was already underway.

In the summer of 2022, the educational services committee finalized the new curriculum review process and established an internal implementation guide. At the end of the 2022-2023 academic year, the committee will use feedback from teacher curricular teams by way of the instructional supervisors to refine the guide. Based on this feedback, we will finalize our recommendations with the 7010 curriculum strategies policy and procedures this summer.

**TIMELINES ASPECTS**

- Educational Services Committee\* Review: October 2021 Review
- Subcommittee Meetings\*\*: November 2021, February 2022, April 2022

- Educational Services Committee Finalization: June 2022
- Educational Services Committee New Process Launch: August 2022

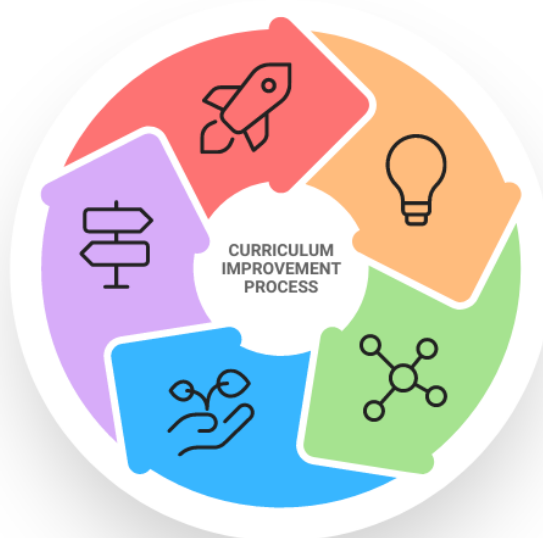
\*All instructional supervisors, associate principals of curriculum and instruction, assistant principals of student services, director of instructional innovation, assistant superintendent for educational services

\*\*Cameron Muir, Dawn Hall, Eric Etherton, Edward Solis, Jeannie Logan, Josh Morrel, Jennifer Pearson, Jeffrey Rylander, Lara Cummings, Mary Kosirog, Mary Rockrohr, Maria Vasilopoulos, Ryan Bretag, Rosanne Williamson, Stacey Wolfe

### **Phases of the Curriculum Improvement Process:**

## 5 PHASES OF Curriculum Improvement Process

- **Common Awareness and Lens of Focus**  
 Annual sharing of district and building data, goals, and updates to inform phases of the cycle
- **Department Focus and Improvement Needs**  
 Development of department focus based upon program data, goals, and needs
- **Data Collection and Analysis**  
 Department collection and analysis of data, both quantitative and qualitative, deemed valuable in the program review, analysis, and outcomes
- **Develop Improvement Action Plan and Needs**  
 Development of department improvement action plan and needs analysis to support this work including curriculum, instructional needs, professional development, space, technology, resources, etc.. Plans shared internally.
- **Implement Action Plan and Progress Refinement**  
 Implementation and refinement of action plan. Curriculum improvement report shared reflecting building and district-wide themes. Progress updates shared as thematic presentations.



### **Curriculum Improvement Process Themes**

This year’s work yielded four main themes: Scope and Sequence, Instructional Strategies, Tools and Technology, and Program Review.

The theme for this report is Program Review.

## **Theme Four: Program Review (Board Report on April 10, 2023)**

**Departments:** GBN Fine Arts, Mathematics (GBN and GBS)

**Overview:** These three departments are taking a broad view across a two-year process. After a year of data collection and review, year two is intended to make strategic adjustments based on their findings. These adjustments can range from how to support struggling students to how to better support student interests and from updating course content to ensuring course rigor and support provide students with opportunities for advancement.

**Courses:** All courses are reviewed as part of this process with those with direct impact having a greater degree of exploration such as resource areas (GBN Mathematics) and Algebra 2 (GBS Mathematics).

**Data:** Stakeholder survey, needs assessment data, feeder district insights, usage data, and intervention data.

**Examples:** Review of program's current efficacy and impact vs. stakeholders desired impact; alignment of the program within the greater school community; establishment of priorities for program advancement; understanding of the impact of the program on the student experience (Fine Arts) and interventions for student success (Mathematics); development of values and principles.