

To: Dr. Charles Johns  
From: Rosanne Williamson, Ryan Bretag, Cameron Muir, Ed Solis, Lara Cummings, Eric Etherton  
Re: Curriculum Report  
Date: January 23, 2023

**Purpose:**

The curriculum report summary is presented for the Board’s review. Our purpose is two-fold. First, it is to provide background on the development of this new curriculum improvement process (CIP) and the intention behind this updated approach. Second, it provides a high-level overview of different areas of focus in our curricular departments. This annual report will now serve as a springboard for instructional supervisors to share at forthcoming Board of Education meetings an update on their curriculum improvement efforts.

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

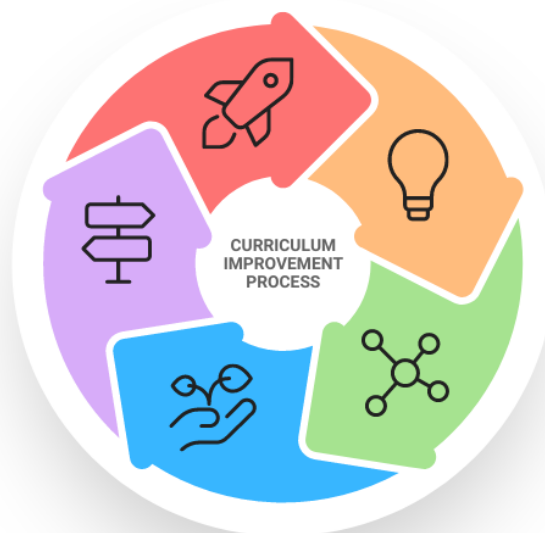
\*All instructional supervisors, associate principals of curriculum and instruction, assistant principals of student services, director of instructional innovation, assistant superintendent for educational services

\*\*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 Marie 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. Each theme is shared below with details on each department, alignments, courses, data, and examples from the curricular work.

## **Theme One: Scope and Sequence (Board Report on February 13, 2023)**

**Departments:** Career and Technical Education (GBN & GBS worked collaboratively), GBN & GBS English; GBS Fine Arts, GBS World Language, and Physical Education (GBN & GBS worked collaboratively)

**Overview:** These departments are focused on reviewing their courses to ensure alignment with national standards and/or between buildings. This allows departments to identify any gaps in curriculum content, review instructional practices, and validate the order of course offerings is most effective.

**Courses:** The scope and sequence work included all courses in each department except for GBS Fine Arts which is focusing on all beginning-level courses.

**Data:** Student assessment data, student and teacher survey data, and previous curriculum maps and artifacts are examples of information that will be used to inform and develop department action plans.

**Examples:** Scope and sequence work included reviewing courses for alignment to national standards; aligning concepts and skills taught to build upon what students learn as they progress through a sequence of courses such as evidence-based writing; addressing post-pandemic learning gaps; identifying key concepts to ensure important learning outcomes are achieved; making sure beginning level courses establish a clear foundation for learning in subsequent courses.

## **Theme Two: Instructional Strategies - (Board Report on February 27, 2023)**

**Departments:** GBS English, Social Studies (GBN and GBS common focus on reading), GBN World Language.

**Overview:** These departments are focused on reviewing teaching strategies that support students in their overall literacy. As well, a key to this work is creating greater opportunities for each student to improve their critical thinking through reading which requires the use of practice known as differentiation. This means tailoring instruction to each student.

**Courses:** The work in English and Social Studies will impact nearly all courses. GBS Social Studies focused on all freshman and most sophomore courses. GBN World Language addressed all upper-level multi-section classes (e.g., French 4 and French 5 taught together).

**Data:** Student and teacher survey data, focus groups, artifacts such as current reading assignments, course expectations, types of texts used, current reading skills strategies and outside resources are examples of information that will be used to inform and develop department action plans.

**Examples:** Strategies for differentiating learning experiences to meet the increasing range of learning needs (post-pandemic or in multi-section classes), strategies for improving reading skills for close reading, analysis, and efficiency. Digital vs Print reading formats (GBN SS).

### **Theme Three: Tools and Technology (Board Report on March 13, 2023)**

**Departments:** Special Education (GBN and GBS), Glenbrook Off-Campus, Science (GBN and GBS)

**Overview:** These departments are in process of implementing new systems that impact all courses: Special Programs (GBN and GBS Special Education), Panorama (GBN and GBS Special Education), and physical learning spaces (GBN and GBS Science). The focus of their work is on monitoring the implementations and making adjustments to ensure success for students and teachers. This work affords the opportunity to revisit current classroom and management practices in order to make adjustments. These areas align with student well-being in the areas of using the student success platform and the implementation of physical learning spaces.

**Courses:** All courses are impacted by this work and allow for conversations about the collective impact on the department but also specific sub-discipline impacts (e.g. biology vs. chemistry)

**Data:** Student success (academic, attendance, behavior, social-emotional, well-being); student and teacher survey data; observational data; teacher mobility data (Science)

**Examples:** implementation plan development; professional development, support, and training plan; monitoring of new systems' efficacy and impact

## **Theme Four: Program Reviews (Board Report on March 20, 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 supports 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; establish 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.