

## Office of the Assistant Superintendent for Educational Services

**To:** Dr. Riggle

**From:** Dr. Williamson

**Date:** February 4, 2016

**Re:** Strategic Planning Update: Curriculum/Instruction and Wellness

### Three-year Strategic Planning Goal:

Identify areas for focus and growth in curriculum and student wellness to further enhance a meaningful student experience. Identify, review, develop and implement changes to practices, procedures and policies that will positively impact meaningful student work and wellness.

<b>Meaningful Student Experience</b>	
<b>Work</b>	<b>Wellness</b>
Consistency, Quantity, Quality Internal/External Learning Homework Independent Learning	Access and Availability of School and Community Resources
Academic Skills - Critical Thinking	Thoughtful, Healthy Decision Making - Choices Conflict/Challenge Resolution

### Timeline

2015-2016            Data collection/analysis/prioritization  
2016-2019            Development and implementation based upon priority over a three-  
year period

### Methodology

Quantitative and qualitative research methods will be utilized in the assessment of stakeholder needs and perspectives in the areas of curriculum/instruction and student wellness. An online survey of community residents, District parents, students and staff was conducted in October 2015. Feedback was obtained regarding survey results from focus groups of community representatives, parents and students in November 2015.

Additional focus groups of teachers and students at both schools will be held this spring to provide further context to quantitative data.

## **Limitations**

For any new initiative to be considered, it must be financially and logistically feasible, and provide a significant benefit to students.

## **Key Survey Findings - Curriculum & Wellness**

- Teachers and parents share similar perceptions of homework quantity
- Students overwhelmingly feel there is too much homework
- On a scale of 1-10 (10 being extremely satisfied), 59.5% of respondents rate homework quality a “6” or higher
- Teachers and parents perceptions of homework quality are more closely aligned in comparison to students
- On a scale of 1-10 (10 being extremely important) the following curriculum-related topics in order of importance are as follows:
  - Academic Skills (critical thinking, communication, reading, writing and mathematics)
  - Life Skills (leadership, social responsibility and intercultural awareness)
  - Course Offerings
  - Soft Skills (empathy, persistence, reflection, resilience, risk-taking, wonder)
  - Educational Technology
- On a scale of 1-10 (10 being extremely important) the following wellness-related topics in order of importance are as follows:
  - Emotional Wellbeing (treated fairly, supported, safe)
  - Mental Health (anxiety, depression, school phobia)
  - Life Balance (schoolwork, non-school activities, work, family)
  - Relationships (peer, staff, family)
  - Drugs/Alcohol (awareness, prevention, intervention)
  - Physical Wellbeing (fitness, nutrition)

## **Next Steps:**

- Additional focus groups of teachers and students at both schools will be held this spring to provide further context to quantitative data.
- Develop and implement changes to practices, procedures and policies that will positively impact meaningful student work and wellness.