

To: Dr. Charles Johns  
From: Rosanne Williamson, Ryan Bretag, Cameron Muir, Ed Solis, Lara Cummings, Eric Etherton  
Dawn Hall, Mary Kosirog, Anna Schultes, Cody Halberstadt, Danita Fitch,  
Robert Pieper, Stephen Stanicek  
Re: Curriculum Report: Scope and Sequence  
Date: February 13, 2023

**Purpose:**

Our purpose is to share an update on the work our teams have achieved through their curriculum improvement efforts. Five Departments represented by seven Instructional Supervisors will share their work in the areas of scope (specific content or skills) and sequence - where specific content or skills is taught across various courses or levels in the curriculum. It should be noted that some departments 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

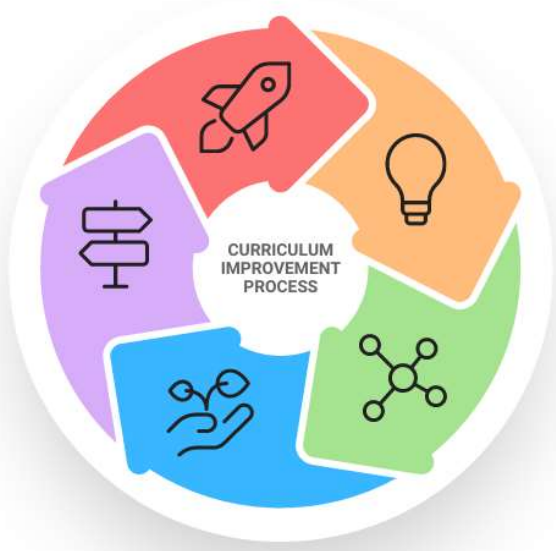
\*All instructional supervisors, associate principals of curriculum and instruction, assistant principals of student services, director of instructional innovation, assistant superintendent for educational services

\*\*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 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.

The theme for this report is Scope and Sequence.

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

**Departments:** Career and Technical Education (GBN & GBS worked collaboratively), GBN 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 that 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 and PE which is focusing on Strength and Conditioning 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.