



**Coordinator Name**

Marsha Myers

**Planning Team**

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**Description of the Program (2010 – 2012)**

The Department of Elementary and Secondary Education (DESE) requires a written curriculum for all instructional programs that must contain: a rationale, general description of the content, graduate goals, learner objectives, alignment of the objectives to the district’s goals and the Show-Me Standards, instructional activities, specific assessments, scope and sequence and a date of Board review and approval for each curriculum guide. The curriculum committees have developed procedures for writing curriculum to meet the state standards.

**Description of How the Program’s Services are Developed and Delivered**

Content specific committees are formed and meet monthly to write/revise the curriculum. After the curriculum receives Board approval, it is posted in SharePoint and Build Your Own Curriculum (BYOC-an electronic curriculum management system). Teachers receive professional development about using the curriculum. In addition to writing the curriculum, the committee selects the textbooks and instructional materials that will support the curriculum.

**Key Program Stakeholder Groups**

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|--|---|
| <input checked="" type="checkbox"/> Students | <input type="checkbox"/> Board of Education |
| <input type="checkbox"/> Parents             | <input type="checkbox"/> Taxpayers          |
| <input checked="" type="checkbox"/> Staff    | <input type="checkbox"/> Other (Specify.)   |
| <input type="checkbox"/> Administrators      |   |

**Student and/or Stakeholder Needs Addressed by the Program**

The curriculum provides a roadmap to teachers of what to teach aligned with the grade and course level expectations.

<b><u>Overall Goals of the Program</u></b>	<b><u>Expected Measurable Outcomes</u></b>
Goal 1: Systematic procedures are used to review and revise the written curriculum.	1.1 Science, Social Studies, Music, Guidance Counseling, Math Extension, and Science Extension will be reviewed and revised according to the Board approved schedule.
Goal 2: Each teacher will have adequate materials to support the curriculum.	2.1 100% of teachers will report by responses to a survey that they have adequate materials.
Goal 3: The curriculum will meet the MSIP 4 process standard, 6.1.	3.1 The curriculum of the SSD schools will include: <ol style="list-style-type: none"> <li>a. rationale</li> <li>b. course description</li> <li>c. graduate goals</li> <li>d. measurable learner objectives</li> <li>e. instructional activities</li> <li>f. scope and sequence</li> <li>g. Board review and approval.</li> </ol>

	<p>3.2 100% of teachers receive training on the curriculum review and revision process, curriculum alignment and classroom assessment strategies.</p> <p>3.3 100% of the written curriculum incorporates content and processes related to equity, technology, research and work-place readiness skills.</p>
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**Evaluation Questions**

- What is the status of the program’s progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program’s actual implementation compare with the program’s design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?

**Data Collection Methods**

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Other (Specify)



**Evaluation Results**

What is the status of the program’s progress toward achieving the goals?

Goal 1: Systematic procedures are used to review and revise the curriculum.

Measurable Objective 1.1:	Science, Social Studies, Music, Guidance Counseling, Math Extension, and Science Extension will be reviewed and revised according to the approved schedule.
Results: <b>Met.</b> Science and math extension curriculum were reviewed and revised during the 2010-2011 school year. Social Studies, Music, Guidance Counseling, and the Science Extension were reviewed and revised in 2011-2012. (The extension curriculum is an extension of the general education curriculum which provides sub skills in the content areas for students who are eligible to take the MAP-A assessment.)	

Goal 2: Each teacher will have adequate materials to support the curriculum.

Measurable Objective 2.1:	At least 100% of teachers will report by responses to a survey that they have adequate materials.
Results: <b>Not Met:</b> 83% of teachers surveyed responded that they have sufficient resources to support instruction.	

Goal 3: The curriculum will meet the MSIP 4 process standard, 6.1

Measurable Objective 3.1:	The curriculum of the SSD schools will include: <ul style="list-style-type: none"> <li>a. Rationale</li> <li>b. Course Description</li> <li>c. Graduate Goals</li> <li>d. Measurable Learner Objectives</li> <li>e. Scope and Sequence</li> <li>f. Board Review and Approval</li> </ul>
Results: <b>Met.</b> All of the MSIP components are included in the curriculum. The district purchased Build Your Own Curriculum (BYOC) which is an electronic curriculum management system. Using the BYOC templates, the curriculum committees are able to include all of the MSIP components.	
Measurable Objective 3.2:	100% of teachers receive training on the curriculum review and revision process, curriculum alignment and classroom assessment strategies.
Results: <b>Met.</b> 100% of teachers in the separate schools have received training on the curriculum review and revision process, curriculum alignment and classroom assessment strategies. The curriculum team provides training to all teacher level staff for approved curriculum.	
Measurable Objective 3.3:	100% of the written curriculum incorporates content and processes related to equity, technology, research and work-place readiness goals.
Results: <b>Met:</b> Curriculum writers incorporated content and processes related to equity, technology, research, and work-place readiness into all learning targets using the BYOC template.	

What do key staff and stakeholders consider to be the strengths and opportunities for improvement /weaknesses of the program?

**Strengths**

- *Teachers report the curriculum is easy to access through BYOC.*
- *Teachers of students assessed by the MAP/EOC report purchased instructional materials provide effective support for the curriculum.*
- *Teachers of students assessed by the MAP-A report that the extension curriculum has provided attainable learning targets for students.*
- *The curriculum committees are made up of teachers that are representative of each school.*
- *Teachers are provided training about the curriculum and the use of instructional materials that support the curriculum.*
- *The curriculum revision process has improved through feedback from committee members.*

**Opportunities/Weaknesses**

- *Teachers report the extension curriculum is currently on Share Point instead of in BYOC and it is not efficient to look in two places for curriculum.*
- *Teachers of students assessed by MAP-A report that there are limited amounts of materials to support the extension curriculum.*
- *Teachers report that the amount of learning activities and assessments to support the learning targets is limited at each grade level.*
- *The English/Language Arts curriculum is not aligned to the common core state standards.*

How well aligned are the program’s priorities and processes with the goals of the program?

The goals of the program are well aligned with the priorities and processes of the program.

Deployment Level of Program Services: Services are well deployed, with no significant gaps.

Should priorities be changed to put more focus on achieving the goals?  Yes  No

Should goals be changed, added or removed?  Yes  No

**Evaluation Implications**

**General Recommendation Resulting from the Evaluation**

Select from the following possible recommendations resulting from the evaluation:

- Continue the program as is. It is meeting or exceeding all expected outcomes.
- Expand the program, replicating effective components.
- Streamline, refine, or consolidate elements of the program.
- Redesign the program.
- Reevaluate the purpose and/or goals of the program.
- Discontinue ineffective or nonessential program components.
- Discontinue the program.
- Other (Specify.)

## **Action Plans**

1. The extension curriculum will be included in BYOC.
2. Teachers will be surveyed to determine what additional instructional materials are needed to support the curriculum. Appropriate materials will be purchased as budget allows.
3. A process will be developed and implemented for increasing the number of learning activities and assessments for each learning target.
4. Align the English Language Arts curriculum to the common core state standards.

## **Cost and Funding Source**

The cost of reviewing and revising the curriculum and the purchase of additional instructional materials are included in the current budget.

## **Updates to Recommendations from Previous Program Evaluation**

- The district should continue the review/revision process for all curriculum content areas.  
*Curriculum committees meet regularly to review/revise the curriculum for all content areas.*
- The MSIP process requires that districts have a current viable curriculum for all content areas. More important, up-to-date and complete curriculum guides are necessary for teachers to use to help students achieve district goals for graduates and achieve designated content standards and outcomes required by DESE and the district CSIP.  
*The curriculum has been revised for all content areas except Family and Consumer Science. This course is being revised during the 2012-2013 school year. Curriculum guides are in BYOC and the extension curriculum is housed on Share Point.*
- The district should provide adequate materials and professional development for teachers to be able to implement curricula.  
*Each curriculum is written for a specific content area, a committee of teachers selects the instructional materials to support the curriculum.*
- The district should continue to dedicate at least part of a position to leading curriculum review and revision. Failure to do so will result in the lack of district leadership to provide teachers current and viable curricula.  
*A full time administrative position was added to lead the curriculum revision process in the special education schools.*
- In addition to providing teachers the support they need to implement curricula, administrators must use the existing teacher evaluation process to ensure curriculum implementation. The first criterion of the teacher evaluation form includes the expectation that the teacher will update knowledge of curriculum and consult curriculum guides in planning lessons. District administrators must provide teachers the materials and professional development they need to use the curriculum, but teachers must use these tools to do so.  
*Administrators use the Performance Based Evaluation to ensure curriculum implementation.*