



**Grandville Public Schools**

## **CURRICULUM DEVELOPMENT AND REVIEW PROCESS**

The curriculum is a set of skills, concepts, and processes that our students are expected to learn during their kindergarten through grade twelve experiences. The purposes of the curriculum development process include the following:

- Respond to district and state requirements.
- Establish definitive student learning expectations in each curriculum area.
- Respond to student needs.
- Provide a process for continual improvement of the curriculum to meet changing educational demands.
- Establish consistency and progression within, between, and across grade levels, buildings, and subjects.
- Provide an orderly and systemic process that will avoid unnecessary duplication, and provide for a responsible use of resources and materials.

Grandville Public Schools endorses the concept of a K-12 aligned curriculum. The effectiveness of the curricula is dependent on a systematic and continuous process of review. The systematic review process shall involve input from stakeholders, prior to School Board approval.

Grandville Public Schools' curriculum renewal process is divided into four (4) phases:

- **Program Evaluation phase**
- **Resource Development phase**
- **Program Implementation phase**
- **Continuous Improvement phase**

### **Phase 1: Program Evaluation**

During this phase, teachers and administrators review the current curriculum, resources, instructional strategies, and assessments. These are reviewed and evaluated to determine their level of effectiveness and any need for change. Stakeholders are surveyed regarding the positive and the negative impact of the current curriculum on student achievement and their recommendations for future curriculum. National and state standards are reviewed. Related policies are reviewed. Achievement results on state tests (MEAP, MME) and national norm-referenced tests (MAP) are analyzed for all students and student subgroups. State of the art research is studied along with trend data. All of this information/data is collected and analyzed for the purpose of establishing criteria for evaluation to make judgments about future direction of the content area being studied. A mission statement, a set of belief statements, and learning goals for the content area are written. Criteria for selecting new resources are identified. Throughout this phase, the Curriculum Council reviews the information and provides feedback.

### **Phase 2: Resource Development**

During this phase, general content expectations are identified for each grade level/course using the information gathered during the program evaluation phase. Budgets for resources and training are determined. Short-term and long-term recommendations for program implementation are established. All of the information is then presented to the Curriculum Council and then to the School Board.

### **Phase 3: Program Implementation**

During this phase, teachers review detailed essential learnings or content expectations for each course/grade level. Resources are distributed. In-service opportunities begin. The eventual goal is to design common assessments, which teachers can use to drive their instruction and determine the effectiveness of the resources and instructional strategies used.

### **Phase 4: Continuous Improvement**

During this phase, continuous improvement is the focus. Teachers dialogue about ways to improve the level of student achievement. They analyze the effectiveness of the identified essential learnings, instructional strategies, resources, and assessment practices. Through these continuing conversations, teachers and administrators discover needs and make improvements in a timely fashion at the building level. Recommendations from the building level will then go to the district level to ensure consistency across the system.