



Curriculum Review Guide¹

MISSION

To collaboratively create a safe, inclusive environment that empowers all learners, through innovative teaching and learning, to be lifelong, active, global citizens.

VISION

“Embark on your journey: Personal. Local. Global.”

Core Values

We Believe in:

- an emotionally and physically supportive, safe, and equitable school environment
- leveraging technology to enhance innovative learning
- effective communication between all constituents (students, staff, families and caregivers, community)
- a strong sense of community enhanced by family and community partnerships
- recognizing, celebrating, and appreciating individuality in order to establish respect amongst learners as well as the community as a whole
- the power of student agency (voice, action, self-promotion, advocacy)
- providing varied opportunities for collaboration so that learners can achieve excellence (academic, social, emotional)

¹ Developed in 2022

INTRODUCTION

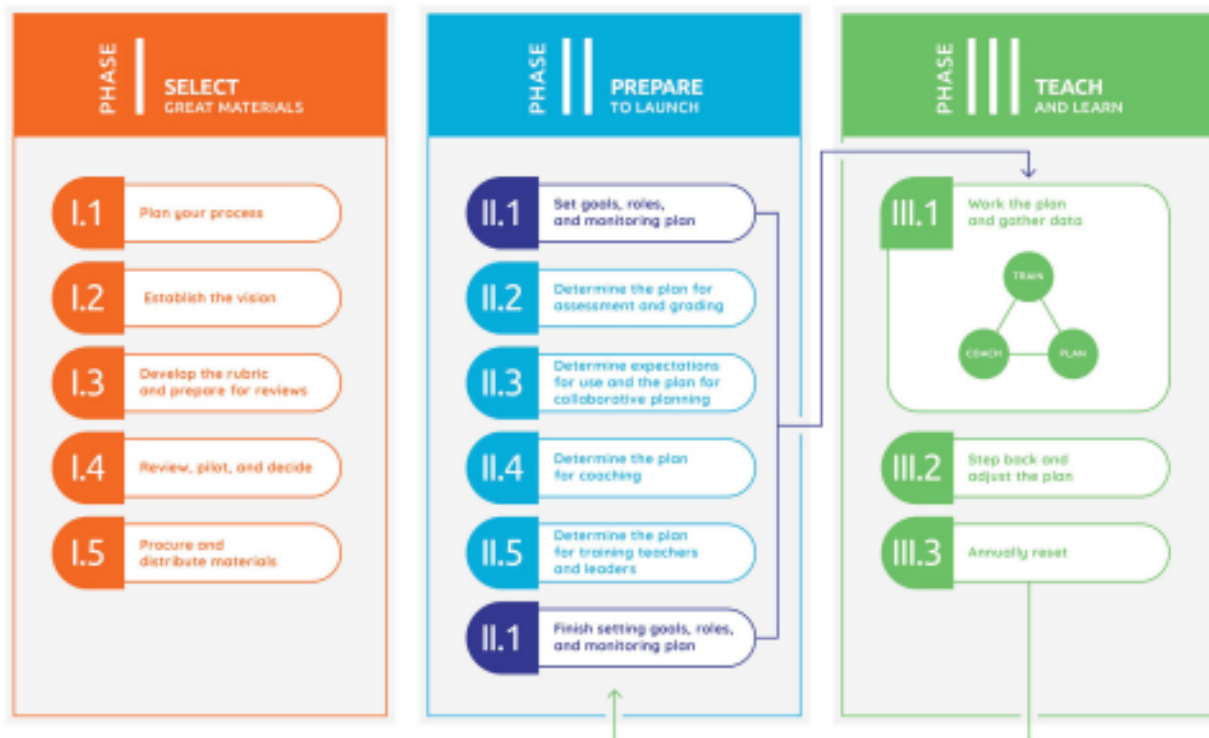
The Holliston Public Schools' District Strategic Plan (Arch #3: Strategic Initiative #3) calls for implementation and review process for all curricula content. The goals of this process are to:

- Create clear, rigorous, and consistent academic expectations for student success that align to MA State Frameworks
- Ensure currency, equity, and vertical and horizontal alignment of curricula
- Provide clarity and commonality in communication for students, families, staff, and community, PK-12+
- Ensure that all students are provided with instruction and supports that meets their needs
- Develop staff capacity to examine and dismantle implicit biases and systemic inequalities and create environments in which all students can deeply learn, grow, and thrive, including the work of the diversity, equity, and inclusion committee

Guidelines for the curriculum review include:

The Curriculum Review Process will be guided by the Curriculum Implementation Framework as described in the DESE recommended Instruction Partners *Curriculum Support Guide*, 2018.

Curriculum Implementation Framework



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In **Phase I**, the Holliston School District will establish a vision of instruction aligned, both vertically and horizontally, to the District Strategic Plan and Massachusetts State Curriculum Standards and collaboratively develop a protocol for reviewing and selecting curriculum materials. Stakeholders, including teachers, are essential to this process. Key actions in this phase include:

- Create a timeline
- Gather and Review the following
 - District Strategic Plan
 - National, State and Local assessment results
 - Current Scope and Sequence
 - MA Curriculum Frameworks
 - Current grade level expectations
 - Vision of the Graduate Expectations
 - Current Textbooks and resource materials
 - Evaluations by outside agencies (DESE, NEASC, etc)
 - Course Descriptions from Program of Studies
 - Examine Comparable Districts
 - Review current research in content area
 - Currently offered content-specific teacher professional development
 - Any other relevant information
- Create a district vision of standards-based, rigorous content - curriculum
- Utilize DESE's recommended Instruction Partners' *Curriculum Support Guide*, 2018 to choose and pilot potential curricular materials and resources
- Identify district needs and make final recommendation to the Superintendent using consensus for appropriate next steps

The goal of **Phase II** is to set implementation goals, organize roles and responsibilities, and determine how progress is monitored and how adjustments are made.

The goal of **Phase III** is to support teachers as they use the curriculum to produce rigorous, standards-based instruction and increase student learning. Additionally, consistent evaluation of the curriculum and teacher support will be monitored and adjusted as needed.

The district will consistently review all content areas on a rotating basis. Each Curriculum Review will consist of up to 12 members and be overseen by the Assistant Superintendent and the relevant PreK-12+ Curriculum Coordinator. Additionally, each Review Committee will consist of representatives from each district school, including; an Administrator from each building, or their designee; and, at least 1 teacher from each school.

The Curriculum Review Process, as outlined by DESE, requires regular meetings throughout the school year.

Content of Curriculum Review Publication

- Vision of content area
- Program Level Enduring Understandings, Essential Questions, Transfer Goals and Transfer Tasks for the discipline
- Statement of best practices in the content area
- Documentation of findings about our curriculum
- Recommendations for improvements
- Suggested time table for improvements and changes to curriculum and instruction
- Professional development options and recommendations; list of necessary resources
- Budget implications and proposed implementation process