

ISD 316 Curriculum Review Process (2025)

Greenway ISD 316 is committed to providing a high-quality education that prepares all students for future success in an ever-changing world. As part of this commitment, we engage in a comprehensive, research-based curriculum review and adoption process to ensure our instructional programs remain relevant, rigorous, and responsive to student needs.

Research-Based Foundation

Our curriculum decisions are grounded in current, peer-reviewed educational research that supports effective teaching and learning. By aligning materials and instructional approaches with proven methodologies, we ensure consistency in academic standards and expectations across grade levels and content areas.

Commitment to Student Achievement

The primary goal of curriculum review and adoption is to improve student outcomes. We analyze student performance data to identify gaps, trends, and areas for growth. Materials and strategies are selected based on their demonstrated ability to raise achievement and support learners of all abilities, including those with diverse needs.

Alignment with Best Practices in Instruction

Greenway ISD prioritizes instructional materials and strategies that reflect best practices in pedagogy, including differentiation, inquiry-based learning, cross-curricular integration, and formative assessment. Professional development is embedded in the process to equip teachers with the skills needed to effectively implement new or revised curriculum.

Connection to the Greenway Portrait of a Graduate

Our curriculum is intentionally designed to cultivate the six attributes of our Greenway Portrait of a Graduate:

- **Creativity & Innovation:** Students engage in tasks that require original thinking and problem-solving across content areas.
- **Adaptability & Resilience:** The curriculum includes real-world challenges that require flexibility, perseverance, and reflective thinking.
- **Collaboration:** Learning experiences are structured to promote teamwork, shared responsibility, and peer learning.
- **Communication:** Students practice written, oral, visual, and digital communication in diverse formats and for varied audiences.
- **Citizenship:** Lessons include themes of civic responsibility, cultural awareness, and ethical decision-making.
- **Critical Thinking:** Instruction emphasizes analysis, evaluation, and synthesis of information to support sound reasoning and decision-making.

Inclusive and Transparent Process

The curriculum review and adoption process involves a range of stakeholders including teachers, administrators, students, parents, and community members. This inclusive approach ensures the curriculum reflects our local values while meeting state and national standards.

This rationale serves as the guiding philosophy behind Greenway ISD’s curriculum review and adoption process, ensuring that every decision made supports both high academic standards and the development of future-ready graduates.

Content Area:	Reviewed by/Committee Members
Date:	

Year One: Data Collection and Research

The purpose of year one work is to identify the strengths and needs of the existing program and to ensure that the curriculum process includes the review of student achievement data, literature, and current best practice and research.

Data to Review:

- List of courses offered in the content area
- MCA scores (achievement levels by student groups and strands and district trends)
- MNSCU/Getting Prepared Data/MCIS
- Fastbridge Scores
- ACT scores in content areas that are tested
- Local assessments
- Number of students enrolled in content classes
- Student Course Performance
- Review and update curriculum frameworks or curriculum maps
- Identify strengths and concerns of present programs
- Identify staff needs
- Identify material needs
- Surveys from students, parents, and staff
- Coursework requested by students

Research:

- Identify current curriculum philosophy of subject area
- State standards and benchmark review— which benchmarks are tested
- Expected learner outcomes (what students should know and be able to do)
- Exemplary methods
- Identify staff development needs
- Contact successful districts to see what they are doing and what materials they use
- Attend related workshops
- Best practices in instructional methods for the content area

Product:

- A written summary report on the results of data and research findings. Determine 2-3 curricular options for the district. What are the district's Power Standards in the content area? How will the identified curricula engage with those power standards? How will the identified curricula engage with Greenway's Portrait of a Graduate?

Year Two: Design & Pilot

The purpose of Year Two is to transition from planning to action by piloting potential curriculum materials researched in Year One. Reviews will evaluate resources through the lens of research-based best practices, student achievement data, and teacher expertise. This phase emphasizes comparison of multiple high-quality curriculum resources, with attention to how well each supports standards-aligned instruction, equitable student outcomes, and the development of the Greenway Portrait of a Graduate attributes: creativity & innovation, adaptability & resilience, collaboration, communication, citizenship, and critical thinking.

Teachers play a central role in this process—drawing on their professional knowledge, classroom experience, and understanding of student needs to evaluate instructional tools that align with the district’s vision for learning.

Steps to Take:

- Develop or refine a vision for the future program rooted in student-centered outcomes
- Identify essential knowledge and skills students should know and be able to do by course and grade level
- Pilot multiple curriculum options across a range of classrooms
- Analyze alignment of materials to standards, instructional best practices, and Portrait of a Graduate competencies
- Collaboratively evaluate materials’ effectiveness in supporting all learners, including high achievers and those requiring additional support
- Use formative data and teacher reflection to determine impact on student learning
- Identify professional development needs related to instructional shifts or new tools
- Consider budget implications for implementation
- Host presentations or demonstrations by publishers if necessary
- Select the curriculum resource that best meets the criteria for rigor, equity, relevance, and student engagement
- Design a plan for evaluating the ongoing effectiveness of adopted materials

Product:

- [Completed Rubric](#) to compare curricular choices
- A curriculum framework/map by grade level and course
- A summary of piloted materials and rationale for final selection
- A list of identified staff development needs
- A plan for implementation and ongoing evaluation

Year Three: Implementation

The purpose of Year Three is to implement the newly selected curriculum and accompanying instructional strategies with fidelity, consistency, and support. This phase emphasizes ensuring that instruction not only aligns with Minnesota academic standards but also actively fosters the development of Greenway's **Portrait of a Graduate** attributes: **creativity & innovation, adaptability & resilience, collaboration, communication, citizenship, and critical thinking.**

As educators begin using the new curriculum, ongoing professional learning, collaboration, and reflection are essential to support effective implementation that meets the diverse needs of all learners and prepares students to thrive in college, career, and community.

Steps to Take:

- Implement the new curriculum in all relevant classrooms with support and coaching
- Facilitate structured collaboration among staff to reflect on student engagement, instructional adjustments, and Portrait of a Graduate integration
- Embed Portrait of a Graduate competencies into unit and lesson planning, classroom discussions, and assessments
- Monitor and reflect on how the curriculum fosters student growth in both academic and essential life skills
- Communicate with families and the broader community about the updated curriculum and how it supports student readiness for life beyond school
- Gather feedback and adjust implementation practices as needed

Product:

- Updated curriculum framework/map for public distribution, including references to how Portrait of a Graduate competencies are embedded
- Documentation of alignment with Minnesota Academic Standards and evidence that all students have access to grade-level content and skill development

Years Four – Seven: Evaluate, Monitor & Adjust

The purpose of Years Four through Seven is to engage in sustained reflection and refinement of the implemented curriculum. This phase prioritizes deep, ongoing evaluation of curriculum effectiveness—focusing not only on student achievement and engagement, but also on teacher growth, instructional practices, and the integration of Greenway’s **Portrait of a Graduate** competencies: **creativity & innovation, adaptability & resilience, collaboration, communication, citizenship, and critical thinking**.

At the heart of this stage is a culture of continuous improvement through **intentional reflection**—on content delivery, instructional practices, student outcomes, and alignment to the district's graduate profile.

Steps to Take:

- Engage teachers in **ongoing reflection** on their instructional practice, knowledge of content, and curriculum implementation
- Facilitate regular opportunities for **collaborative dialogue** among educators about what’s working, what’s challenging, and how student learning is evolving
- Reflect on how well the curriculum fosters **student engagement, growth, and achievement**, particularly in alignment with state standards and local priorities
- Monitor how the curriculum promotes development of the **Portrait of a Graduate** attributes, using student work, classroom observations, and teacher insights
- Review and analyze student achievement data (e.g., MCA, FastBridge, ACT), alongside **formative data and student feedback**, to inform instructional decisions
- Conduct surveys and collect qualitative feedback from teachers, students, and families to evaluate curriculum relevance and impact
- Evaluate the effectiveness of professional development in supporting teacher growth and instructional shifts
- Identify gaps or needs for supplemental resources, instructional supports, or curriculum modifications
- Develop and implement an **ongoing improvement plan** based on reflective analysis and classroom-based evidence
- Document how refinements are enhancing both academic rigor and student readiness for postsecondary success

Product:

- A reflective summary of key questions and insights raised by teachers, students, and parents
- Evidence of instructional growth and professional learning aligned with curriculum goals
- A detailed report on how identified challenges are being addressed, including updated materials or supports
- A summary of how curriculum supports development of **Portrait of a Graduate** competencies

- An improvement plan outlining adjustments and goals for continued instructional effectiveness
- A program evaluation summary that informs the beginning of the next curriculum review cycle