

# Strategies and Action Plan: Curriculum & Instruction

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**Action Plan: Curriculum & Instruction**

**Goal 1:** Students will master foundational skills and knowledge at every level of their education.

**Objective 1:** Increase achievement *for all students* through a standards-driven, rigorous curriculum with supports and differentiation for diverse learners.

Action	Indications of Success	Projected Completion Date
<p><b>CURRICULUM</b> Develop year-long/ full course "Curriculum Pacing Calendars" in <b>LA and Mathematics K-12</b></p>	<p>Developed and utilized pacing calendars Increased student achievement as measured by internal and external assessments</p>	<p>Math &amp; Reading due Dec. 2010  Writing due Jan. 2012 9-12 LA &amp; Math June 2011</p>
<p><b>CURRICULUM</b> Develop revised curricular scope and sequence and curricular <i>units</i> aligned to Common Core Standards using UbD model for <b>LA and Mathematics K-12</b></p>	<p>Curricular Units aligned to Common Core Standards  Use of Curricular units used and observed regularly  Increased student achievement as measured by internal and external assessments</p>	<p>June 2012</p>
<p><b>CURRICULUM</b> Develop revised curricular scope and sequence and distinct curricular <i>units</i> an "Understanding by Design" (UbD) model for <b>World Language</b></p>	<p>Paced Curricular World Language Units at the elementary, middle and high school levels  Curricular units used and observed regularly Increased achievement as measured by district assessments</p>	<p>December 2012</p>
<p><b>CURRICULUM</b> Develop common curricular end-of-unit (summative) assessments that are aligned with the Common</p>	<p>Curricular Unit assessments aligned to Common Core Standards  Curricular units used and</p>	<p>June 2013</p>

Core Standards in K-12 LA, Math and World Language	observed regularly Increased achievement as measured by district assessments	
<b>CURRICULUM</b> Establish a curriculum revision model and a schedule for 5 year curriculum revision cycles for all subject and courses	Finalized pacing calendars and curriculum units for each subject/course by the deadline set by the revision cycle  Technology resources and 21 <sup>st</sup> century skills articulated in every unit  Observation of common pacing and common units across classrooms	Model developed by August 2011  Revisions ongoing
<b>INSTRUCTION</b> Create a plan for PD in the use of instructional best practices to teach diverse learners	Observable use of differentiated instruction and small group instruction in all subject areas  In-district expertise in research based effective teaching strategies (ETS)  Electronic library of exemplary lessons utilizing ETS in a variety of subject areas and grades	Initiated by September 2013  Round 1 completed by December 2011
<b>EARLY INTERVENTION</b> Develop Tier 2 & 3 intervention protocols in literacy and numeracy for use in regular education prior to referral for special education	Well developed, research based protocols codified and used consistently across schools  Consistent Progress monitoring procedures and schedules  Decreased special education identification as	December 2012

	learning disability	
<b>EARLY INTERVENTION</b> Develop Early Intervention Process Teams	<p>Research based procedures codified within a district EIP Team Plan and used consistently in all schools</p> <p>Reduced referral rates to EIP as systems of best practice and intervention are built</p> <p>Data driven identification of Learning Disabilities</p>	December 2012
<b>EARLY INTERVENTION</b> Literacy and Numeracy Targeted Intervention Programs for High School Students	<p>Well developed, research based protocols for adolescent struggling learners</p> <p>Matching progress monitoring procedures and schedules</p>	June 2012

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**Goal 2:** Students will be excellent communicators.

**Objective 1:** Students will demonstrate excellence in 21<sup>st</sup> century skills.

Action	Indications of Success	Projected Completion Date
<p><b>WRITING/ DISCOURSE</b> Create a comprehensive writing curriculum aligned with the Common Core standards with yearlong pacing</p>	<p>Students will be actively engaged in writing across the curriculum</p> <p>Students will demonstrate excellence in multiple modes of writing across the curriculum</p> <p>Improved as measured by internal and external assessments</p> <p>Observable use of pacing and units of curriculum</p>	<p>June 2012</p>
<p><b>WRITING/ DISCOURSE</b> Create opportunities for students to write for authentic purposes across the curriculum and to showcase their work locally and beyond</p>	<p>Students will be actively engaged in writing across the curriculum</p> <p>Students will demonstrate excellence in multiple modes of writing across the curriculum</p> <p>Improved student learning measured by internal and external assessments</p> <p>Observable interest and engagement in writing among students</p> <p>Increased visibility of student work and exemplars</p>	<p>September 2012</p>

	Collaboration with authentic audiences locally and beyond (school, district, community and globally in web venues)	
<b>WORLD LANGUAGE</b> Develop a state of the art content-based World Language Model elementary, middle and high school students	Enthusiastic elementary World Language students  Increased numbers of multilingual students  Increased enrollment and successful completion and HS credit for World Language courses in middle schools  Increased enrollment and successful completion of world language courses in High Schools	June 2012
<b>FINE and UNIFIED ARTS</b> Develop a state of the art model for ARTs Education	Innovative Model for ARTS Education is adopted  Identified opportunities for ARTS infusion identified  Opportunities for students to communicate through the ARTs and to showcase their work locally and beyond	No date specified

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**Goal 3:** Students will learn and develop their competencies for working independently and with others.

**Objective 1:** Establish a model of student work habits that promote success.

Action	Indications of Success	Projected Completion Date
<b>WORK HABITS For SUCCESS</b> Development of a district rubric for work habits	Use of district rubric to assess developmentally appropriate work habits	January 2012
<b>WORK HABITS For SUCCESS</b> Develop a continuum of student reinforcements and recognition for work habits	Established reinforcements, and recognitions for positive work habits in each school	June 2013
<b>WORK HABITS For SUCCESS</b> Create independent learning stations for LA and Mathematics K-5	Use of K-5 Grade Level Literacy stations in all elementary classrooms Observable student engagement and work habit assessment using district rubric Increased student achievement as measured by internal and external assessments	Pilot Gr. 1 at Cook Hill by June 2011 District wide by June 2012

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**Goal 4:** Students will be highly prepared for their next challenge in school and in life.

**Objective 1:** Develop a culture that promotes excellence, innovation, and continuous improvement.

Action	Indications of Success	Projected Completion Date
<p><b>MODELS OF EXCELLENCE</b> Explore and select school models that promote excellence e.g.</p> <ul style="list-style-type: none"> <li>• District Early Childhood Center</li> <li>• Dual Language Immersion Programs</li> <li>• K-2 Learning Academies</li> <li>• 3-5 Performance Academies Middle School Project - Based Learning Academies High School Applied Learning Academies</li> </ul>	<p>Selected models Implementation plan</p> <p>Finance Plan</p> <p>Professional Development plan</p>	<p>June 2014</p>
<p><b>MODELS OF EXCELLENCE</b> Identify critical technology skills needed by students at the elementary, middle and high school levels and create a scope and sequence of skills explicitly taught and practiced</p>	<p>Identified skills and knowledge</p> <p>Adopt district technology standards</p> <p>Identify points where skills should be embedded across the curriculum</p> <p>Professional development in critical technology skills</p>	<p>June 2014</p>
<p><b>MODELS OF EXCELLENCE</b> Develop a Financial Literacy Model and Curriculum for</p>	<p>Identified skills and knowledge</p>	<p>June 2013</p>



grades 6-12	<p>Adopt district financial literacy standards</p> <p>Identify points where skills should be embedded across the curriculum</p> <p>Professional development in critical financial skills</p>	
<p><b>MODELS OF EXCELLENCE</b> Develop a Health and Wellness Literacy Model and Curriculum</p>	<p>School structures are assessed for health and wellness factors</p> <p>Identified critical skills Identify points where skills should be embedded across the curriculum</p> <p>Professional development in critical financial skills</p>	June 2013
<p><b>MODELS OF EXCELLENCE</b> Create programs for school to career learning opportunities in the community</p>	<p>Credit bearing internship and externship opportunities are created</p>	June 2012

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**Goal 5:** Students will explore and understand their own strengths, challenges, and interests and make connections between them and the real world of learning, work, and life.

**Objective 1:** Develop state of the art support services and curriculum for self-awareness, problem solving, decision-making, and planning.

Action	Indications of Success	Projected Completion Date
<p><b>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</b> Develop plan for helping students identify learning strengths and challenges and how to adapt</p> <p>Develop Individual Success Plans for all students in grade 6 and Grade 9</p> <p>Develop and implement town hall meeting program to showcase student success</p>	<p>Success plans established for all grade 6 and 9 students</p> <p>Observable student and parent involvement in Success Plans</p> <p>Increased student achievement as measured by internal and external assessments</p>	<p>Fall 2013</p>
<p><b>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</b> Provide access to explore career choices through on-line resources and other surveys</p> <p>Provide opportunities for resume building in areas of interest</p> <p>Provide opportunities to meet with colleges, universities, possible employers, military personnel</p>	<p>Technology Software acquired</p> <p>Career building model developed</p> <p>Students scheduled for school to career learning opportunities</p>	<p>Fall 2013</p>

Develop interview skills and interpersonal skills		
<b>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</b> Create CAPSTONE project guidelines aligned with graduation requirements for academic, civic, and social expectations	CAPSTONE Guidelines Document	Fall 2014
<b>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</b> Research state of the art guidance model and perform a gap analysis between existing guidance and PPS services and those of a state of the art guidance model	Gap analysis between existing guidance and PPS services and those of a state of the art guidance model	Fall 2013
<b>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</b> Select a state of the art Guidance and Counseling Model for all students in Grades 6-12	Selected model  Implementation plan	Fall 2013
<b>PROACTIVE STUDENT SUPPORTS WITH A FUTURE FOCUS</b> Research, select, or develop a state of the art developmental guidance curriculum	Established curriculum Implementation plan	Fall 2013