

# **2019-2020**

# **The Year Ahead**

Curriculum and Instruction  
School District of Haverford Township  
September 19, 2019

# 2019-2020 Goals - Curriculum & Instruction

- Initiate Curriculum Review Cycle for Math, World Language
- Continue Curriculum Review Cycle for Health & Physical Education
- Integrate Curriculum Review Cycle audit findings for Social Studies;
  - Curriculum Development; Resource Procurement
- Continue K12 Writing Committee to develop interdisciplinary writing plan
- Reduce school-specific growth gaps in Math and/or English Language Arts as evidenced by PVAAS, curriculum, and other data

# Curriculum Review Cycle

SDHT Curriculum Review Cycle	2016-17	2017-18	2018-19	2019-20	2020-21
K12 ELA K-12 Reading	Audit	Develop	Implement 1	Implement 2	Monitor 2
				Monitor 1	
K-12 Science K-12 ART	Adjust and Align	Audit	Develop	Implement 1	Implement 2
					Monitor 1
K-12 Social Studies K-12 HPE	Adjust and Align	Adjust and Align	Audit	Develop	Implement 1
K-12 Math 6-12 WL	Adjust and Align	Adjust and Align	Adjust and Align	Audit	Develop
K-12 Library K-12 Music 9-12 Business 6-12 FACS 6-12 Tech Ed	Adjust and Align	Adjust and Align	Adjust and Align	Adjust and Align	Audit

# Instruction

**Objective**

**Anticipatory Set**

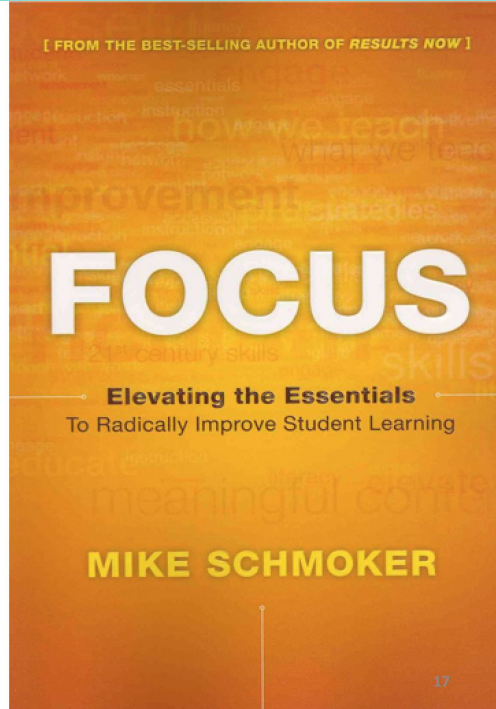
**Teaching and Modeling**

**Guided Practice**

**Checking for Understanding**

**Adjusting Instruction**

**Independent Practice**



In SDHT We Use...

- Most of the elements
- Most of the lessons
- Most of the time

**Lesson Plan Format for  
Formal Observations**

# Science

- Implementation
- Aligning instruction with standards and new resources
- Monthly meetings will discuss how science looks
- Observation of science classes



## Internal Analysis

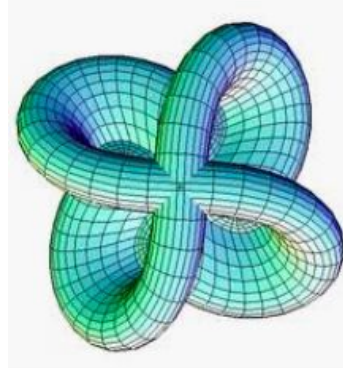
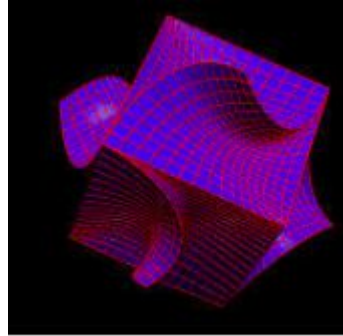
Surveys - Teachers, Guardians, Students

Standards Analysis - Strengths, Gaps

Performance Data Analysis - State, Local Assessments

Environmental Analysis - Enrollment, Order, Recommendation Criteria

# Math



## External Analysis

Best practices via national associations

Benchmarking and/or comparisons with other exemplary schools - interview, site visit, and/or survey

Review any stakeholder surveys and/or focus groups

Joshua MacNeill

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# 101 Brain Breaks & Brain Based Educational Activities

Calm ▶ Focus ▶ Energize **STUDENTS K-12**



*Neuro*Logic 

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# Social Studies

## K-12 Curriculum Development

- Compelling Questions - using the PA Curriculum Framework
- Align Standards
- Choose, adapt, develop inquiries for a deeper dive
- Identify resources

HS - Propose new electives

Teachers pioneering inquiries

2020- 21 Implementation

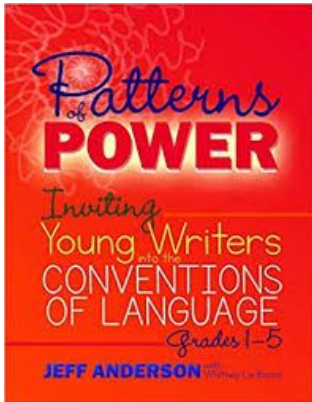




# Writing Committee and Analysis Case Study

## K-12 Writing Committee

- Identify core writing units & expectations
- Develop common writing assessments
- Develop Learning Progressions for K-5
- Implement **Patterns of Power**



## Case Study on Analysis Work

- Haverford has been selected for a case study
- Action plan
- Jeri Thompson will be visiting classrooms in January/February to see analysis in action





# Leadership

Elements of Effective Lessons - Schmoker

*Culturally Responsive Teaching and the Brain* -  
Hammond

Trauma-Informed Care - Brain Breaks

Pennsylvania Value Added Assessment System -  
Growth Measure

# Professional Development

DATE	TOPIC
Curriculum Meetings	English Language Arts (ELA) Adjustments Science/STEM Implementation Social Studies Development Math Audit All - Curriculum Development <b>Elements of Effective Lessons (EEL)</b>
8/27-8/29	<b>Belonging</b> , Responsive Classroom, ELA, Math, Science, & Building PD
10/31, 1/17, 2/14, 5/29	<b>Belonging</b> - Implicit Bias & Six Culturally Responsive Brain Rules <b>Elements of Effective Lessons</b> , Examining Student Work
11/5	<b>Belonging</b> - Chip Wood; Department & Building PD
4/13	FLEX- <b>Elements of Effective Lessons, Belonging</b> , Book Study & Teacher Designed PD
4/28	FLEX- <b>Elements of Effective Lessons, Belonging</b> , Book Study & Teacher Designed PD