CIAC 2022-2023

Curriculum, Instruction & Assessment Committee

Our Agenda

✓ Introductions/Membership

✓ Our Role/Purpose

✓ Current Implementations

✓ Recommended Adoptions

✓ Future Possibilities

✓ Adjourn

Introductions

-Superintendent of Schools

-Board of Education Representative

-Director of Curriculum, Instruction & Administrative Services

-Director of Pupil Personnel & Student Services

-Director of Physical Education, Health & Athletics

Membership

-Director of Technology & Data

-Building Principals

-Administrative/Teacher Guests

-Mount Pleasant Teacher Association Representative

-Faculty Leader Representatives
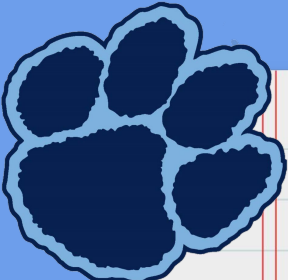
-Parent Representatives

CIAC Role & Purpose

- To function as a 'super umbrella' committee

- To serve in an advisory capacity

- To represent on behalf of our constituency

- To inform existing, proposed and future curriculum, instruction and assessment recommendations

Current Implementations

Strategic Plan (K-12)

MOUNT PLEASANT CENTRAL SCHOOL DISTRICT 2022-2027 STRATEGIC PLAN
Strategic Pillars & Objectives

Mission Statement

The mission of the Mount Pleasant Central School District is *Educating Each Student Today for Endless Possibilities Tomorrow*. The administration and faculty are dedicated and committed to providing a highly challenging and comprehensive education for each child. It is the primary goal of the district to encourage and nurture each student to fully develop his or her potential as a responsible constructive citizen of our society, and in that society to be a self-sufficient and self-fulfilled individual.

Values of Our Learning Organization

The Mount Pleasant Learning Organization Values:

- Academic achievement rooted in a dynamic, learner-centered environment
- Kindness, respect, civility, and empathy that direct our words and actions
- Deep levels of active engagement and collaboration among students, staff, parents, and community members
- The voices and perspectives of all stakeholders
- Tenacity in the pursuit of growth and continuous improvement

K-12 ALIGNMENT & CORE COMPETENCIES

Develop high levels of proficiency in all learners, across an academically aligned K - 12 curriculum, in which the core competencies of critical thinking, authentic research, oral and written communication, self management, and social skills are at the forefront of all learning.

OBJECTIVES

- **Refine** a continuum of learning that reflects both vertical and horizontal articulation and alignment across the K-12 curriculum.
- **Adapt** the nature of classroom instruction and the student learning experience to reflect the core competencies and opportunities for all learners.
- **Create** educational spaces and school facilities that reflect the updates to the nature of classroom instruction and the student learning experience.
- **Support** the creation of authentic, inquiry and performance-based assessments that gauge student growth and progress towards the core competencies.
- **Augment** systems of grading, reporting & feedback on student performance & progress that are aligned with the updated design of our assessments.

CULTURE OF CARE & WELLNESS

Design and implement a systemic framework that fosters problem solving and addresses emotional wellness by developing the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making in students, faculty, and staff.

OBJECTIVES

- **Establish** a K-12 Culture of Care and Wellness Oversight Committee.
- **Conduct** a K-12 needs assessment in wellness.
- **Deepen** understanding and assure proficiency of NYSED Standards and 5 core competencies in Social-Emotional Learning.
- **Research, review, and evaluate** wellness frameworks for piloting in the district.
- **Develop** an action plan for implementation/pilot.
- **Promote** a reflective K-12 school culture that is safe, nurturing, and aspirational.

PROFESSIONAL DEVELOPMENT TO ADVANCE TEACHING & LEARNING FOR ALL

Affirm and grow a culture of innovative professional development by defining and utilizing structures, processes and practices dedicated to improving teaching and learning.

OBJECTIVES

- **Research, review and evaluate** models and best practices in professional development K-12.
- **Establish** a system for the implementation of focused professional development to address the needs of students and teachers.
- **Implement** professional development led by the faculty, administration, and staff to support identified learning needs for students and teachers.
- **Create** a process for the evaluation of professional development.

EDUCATING EACH STUDENT TODAY FOR ENDLESS POSSIBILITIES TOMORROW
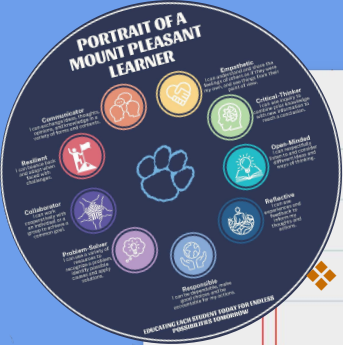
Portrait of a Learner (K-12)

- ❖ More detailed definitions of each of the 9 qualities underway.
  - ➢ Critical attributes
  - ➢ Progressions = Levels of Sophistication
- ❖ Underlying research and resources
- ❖ Current examples, practices, and approaches at each school building grade band
- ❖ Designs that are accessible and engaging for students
- ❖ Becomes part of a genuine part of daily learning.
- ❖ Used to develop a district identity and reputation.
- ❖ Holistic and authentic assessment of *getting there* and *knowing it when you see it.*

Writing (K-5)

❖ Aligns with the Next Generation Learning Standards' Advanced Literacy 'Hallmarks'

❖ Scores highest on the Writing Committee developed rubric

❖ Meets the feedback outlined in our Tri-State Writing Visit Consensus Plan

❖ Matches our teacher-developed K-12 Writing Vision

❖ Supports a partnership for ongoing professional development

SCHOOLWIDE

Year Two Area of Focus

❖ Create a Curriculum Document that reflects unit outcomes, pacing and goals/standards
❖ Build Profiles of Writers through multiple assessments and protocols
❖ Calibrate student work for consistency
❖ Build teachers' understanding of the progression of skills and strategies within the units of study across the grades
❖ Create an online platform to house student work
❖ Integrate Patterns of Power focus skills within the Writing Fundamentals units
❖ Archive examples and evidence of practices in classrooms to ensure consistent practices

Conventions of Writing (6-8)

- ❖ Modeling grammar usage in sample sentences;
- ❖ Teachers transition to sample sentences in literature from class;
- ❖ Helpful to introduce students to higher-order concepts of grammar for rhetorical purposes;
- ❖ Teachers supplement PoP with additional resources to draw connections between IXL and other instructional programs.

Math 'Challenge Lab' (6-8)

- ❖ Designed to extend learning for students who meet/exceed standards early in a unit of study
- ❖ Piloted with one class a day for the 2022 - 2023 School Year (Grades 6 and 7)
- ❖ Students are receive a separate challenging activity in an alternate location
- ❖ Reduces the ratio for the classroom teacher
- ❖ Full time teacher to support all classes in Grades 6 and 7 once per cycle
- ❖ Students love it and want to be in it

Spanish (Secondary)

❖ Descubre → Updated textbook series for Spanish

❖ Aligns with the AP scope and sequence

❖ Offers digital accessibility and interactive tools

❖ Descubre aligns with ACTFL's World-Readiness Standards for Learning Languages

> ➢ Communication
> ➢ Cultures
> ➢ Connections
> ➢ Comparisons
> ➢ Communities

❖ It has been implemented at all grade levels for the 2022-23 school year (with flexibility)

❖ We will be working with a World Language Consultant to support the implementation process.

AP Seminar & AP Research (WHS)

❖ Designed for students interested in the humanities;

❖ 2021-2022: AP Seminar; 2022-2023: AP Research;

❖ Foundational courses for AP Capstone Diploma;

❖ Four additional AP courses throughout high school;

❖ AP Seminar: examine issues from multiple perspectives;

❖ AP Research: design, execute, and deliver formal academic research paper.

AP Seminar Results 2022

- ❖ 100% passing rate:
  - ➢ Score 5 = 35%
  - ➢ Score 4 = 30%
  - ➢ Score 3 = 35%
- ❖ Mean Scores:
  - ➢ Westlake HS = 4.00
  - ➢ New York   = 2.86
  - ➢ Global   = 3.19

AP Research 2023 Projects

- *Film Noir, Hitchcock and Crime: The Evolution of Criminality in Alfred Hitchcock's Psychological Thrillers*
- Technology in Modern Day Society: Communication and Cognitive Capabilities
- *The Connection Between Music and Intelligence: Music Therapy as Cognitive Rehabilitation*
- The Idealization of Mental Illnesses in Mainstream Media: From Detested to Desired
- *The Human-Animal Relationship: Pet Love and Loss in Adolescence*
- Horror Movie Therapy: Treating Mental Health Disorders through Cinema
- *Voting in the Eurovision Song Contest: How the Televote Reflects the Public's Geopolitical Opinions*
- Content Analysis of Child Behavior in Relation to Family Situation; How the Lives of Single Mothers Affect Their Children Behaviorally
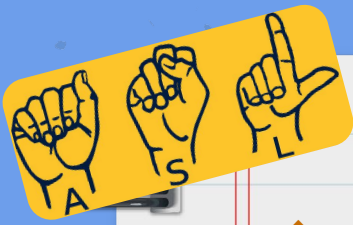
American Sign Language (WHS)

❖ 3 sections of ASL level I currently

❖ Modifications made to original plan

❖ Successful experience/exposure for most:
  With realized challenge for some

❖ Visual and kinesthetic by its nature:
  highly interactive lessons with
  performance demands for students

❖ Rolling out ASL II for 2023-24 school year

Recommended Adoptions

Math (K-5)

- ❖ EM2 is an updated version of Eureka Math which we are currently using K - 5.

- ❖ We have piloted one module of EM2 in Grades K, 1, 3 and 5 this Spring and we hope to implement EM2 in those grade levels for the 2023-2024 school year.

- ❖ The student workbooks are more user friendly and learner appropriate (larger font and more space to show math thinking)

- ❖ Student workbooks include all sprints and classroom activities.

- ❖ The digital platform includes all slides needed to support lessons, topic quizzes and end of module assessments.

- ❖ We have planned Summer Professional Development for the grade levels to get oriented with the updated version and to work on the scope and sequence.

EUREKA MATH² ®
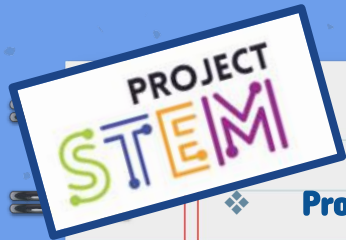
Computer Science (6-12)

❖ **Project STEM** - piloted in WHS and WMS in 22-23

❖ **Inquiry** and **Project** Based Middle School & High School Curriculum aligned to CSTA Standards *(aligned to NYS CS & DF Standards)*

❖ Provides comprehensive **lesson plans**, slide decks, **informational videos**, handouts, **formative/summative assessments** and extensions

❖ Each lesson includes: an **Essential Question** and contains a Warm Up, **Guided Lesson**, Activity and Close-out

❖ Teachers are able to **edit curriculum, create assessments** from Item Bank to address individual student needs

❖ Curriculum is **accessible online** and includes three HS courses and two MS Courses *(Three MS Courses for 23-24)*

❖ Offers **PD Courses** for Teachers

HS Courses

	CS PYTHON FUNDAMENTALS (22-23) SECTION #: 10CDAD
	AP COMPUTER SCIENCE PRINCIPLES (22-23) SECTION #: 1BD218
	AP COMPUTER SCIENCE A (22-23) SECTION #: F1EFA2

MS Courses

| CSE1 | CS Explorations 1: CS Fundamentals in Scratch |
| CSE2 | CS Explorations 2: AI in Our World |
| CSE3 | CS Explorations 3: CS and Creative Media |

Launching 23-24

Vocabulary (WHS)

❖ Implementation of *Membean* vocabulary program to replace Sadlier-Oxford *Vocabulary Workshop*;

❖ Automatically *differentiates* and *personalizes* to each student's skill level;

❖ Works alongside any curriculum, including AP, Regents, Honors, and ESL;

❖ Prioritizes higher order thinking and word consciousness over memorization;

❖ Allows for progress monitoring of each student with weekly reports.
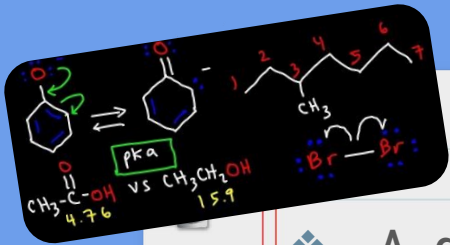
Organic Chemistry (WHS)

- ❖ A growing number of students are expressing interest in health fields.

- ❖ The number of students in the AP Chemistry course is extremely variable year to year.

- ❖ Organic chemistry is a difficult course that students in both health fields and chemical engr would have to take, serving a wider range of students.

- ❖ This course will expose students to both the concepts of Organic Chemistry and the level of rigor of the science courses they will be taking in college.

Career Research Academy (WHS)

- ❖ Engagement through career interests
- ❖ Inquiry based with teachers as facilitators
- ❖ "Just in time" learning with applied math and science
- ❖ Increased literacy through non fiction reading
- ❖ Looped program for 11th/12th grade
- ❖ Built in experiential learning/community connections
- ❖ Performance based learning and assessments

Future Possibilities

Reading (K-5)

- ❖ Create a committee of teachers/administrators
- ❖ Develop a vision for the instruction of teaching reading across grades K-5 and/or K-12
- ❖ Continuing to attend professional development on updates to the teaching of reading
- ❖ Modeling of best practices in explicit reading instruction
- ❖ Research/pilot programs and resources and revise existing literacy practices

F.L.E.S. (K-5)

❖ Foreign Language (World Language) in the Elementary Schools

❖ "Research has shown that foreign language study in the early elementary years improves cognitive abilities" (Stewart, 2005)

❖ Feasibility study with Dr. Jennifer Eddy, Associate Professor and Program Director of World Language Education at Queens College
  ➤ Meeting with WL Faculty, Administration, Parents and Students

❖ Recommended options for possible implementation beginning in 2024-2025

Student Care & Wellness (K-12)

❖ Identify or create a k-12 core curriculum and practices based on the 5 competencies: self awareness, self-management, social awareness, relationship skills and responsible decision-making from CASEL's Framework.

❖ Identify tiered supports and interventions at each grade level.

CIAC   2022-2023

Thank you!