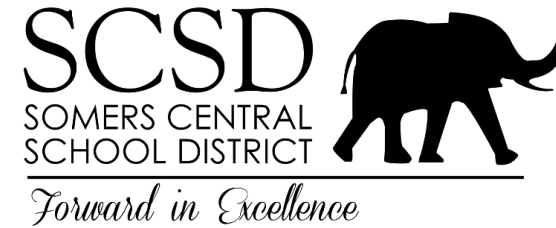


2019 - 2020

SCSD
SOMERS CENTRAL
SCHOOL DISTRICT
Forward in Excellence



DISTRICT SUCCESS PLAN



Curriculum Overview

Report to the Board of Education

September 10, 2019

Summer Curriculum Work

To date, 37 Summer Curriculum Work Projects have been completed with participation by approximately 85 SCSD teachers.

As a professional Learning Community our work centers around three important questions:

- What do we want students to know and be able to do? **Curriculum Mapping**
- How will we determine if they have acquired the desired learning? **Common Assessments**
- How will we respond to the different needs of learners? **Best Instructional Practices, Resources, etc.**

Summer Curriculum Projects Focus

- **Elementary**

- English Language Arts – Reading
- Mathematics – with focus on differentiation
- Science 21 Training for new NYSSLS curriculum in grade 3 has begun and development of new 4th Grade Science 21 Curriculum (to align with NYSSLS is in process)

- **Middle School**

Overall focus on development of new curriculum units in preparation for MYP authorization

- Science – Update Curriculum to align with new NYSSLS
- World Language – Newly added Grade 6 Curriculum
- Social Studies
- ELA
- Mathematics

- **High School**

- English – Humanities, APs, New Elective – Mindfulness through Literature
- Updates to Science and World Language curriculum
- Updates to Studio in Art
- New **IB** courses: Math Applications and Interpretations and continued development of **IB** courses - **Business Management, Environmental Systems and Societies, History, English, Dance, Visual Arts** and **Film**
- Continued development of new Project Lead the Way course – **Principles of Biomedical Science** – and addition of new PLTW course, **Human Body Systems**

Teachers were asked how their work connected to the district's vision - 21st Century Knowledge and Skills, Global Citizenship, Social/Emotional/Physical Wellness?

“This work is connected to the district's vision in myriad ways, namely that the authors I'll teach will represent a much more culturally inclusive range. Moreover, we'll view classical work through a contemporary lens. These changes will enhance my students' sense of global citizenship.”

- HS English

“This work is connected to the need for responsive, differentiated teaching in inclusive settings. The work provides challenges and growth for all children.”

- Elementary Math

“In developing statements of inquiry and driving questions (for unit descriptions) we focused on relevance to students' lives and global citizenship. The space travel theme gives students opportunities to solve real-world engineering challenges as well.”

- MS Science

“The summer curriculum work completed was directly tied to the Somers Central School District vision. The design and layout of the curriculum created holds high expectations for student achievement and character. The IB program is predicated on global mindedness and specifically this course design and its instructional resources and assessments are intended to prepare students to thrive in a global community.”

- HS Mathematics

“This elective connects to 21st C. Knowledge, because as we navigate new technologies and social media/interactions with others, we will also need the skills to deal with comparison, judgement, anxiety, depression, etc. that comes from our senses being overloaded. Thus, the class will teach students how to balance influx of new information with time to process and connect with others. Further, Social and Emotional Wellness are a direct part of this unit, with gratitude journals, meditation, mindfulness, etc. as students learn to unplug and recharge, to connect with others and with nature, etc.”

- HS English

“The HBS (Human Body Systems) curriculum provides the students with real world lab application that will prepare them for many different areas in the biomedical fields. It also has many units relating to physical and emotional well-being as well as units that celebrate our common characteristics as human beings as well as our differences.

- HS Science

“IB History's Internal Assessment, the Historical Investigation, is the most authentic component of the entire two-year course. This long-term assignment facilitates the instruction and application of dozens of academic and disciplinary skills in the field of history. These research, writing, and academic processing skills are at the heart of educating the 21st century learner, and inform the experiences of global citizens.”

- HS Social Studies

“The summative assessment developed promotes students’ creativity and innovation while using critical thinking and problem solving skills.”

- MS Mathematics

Professional Learning COMMUNITIES

Drive Effective Change

OBJECTIVE: SCSD to implement a system that will use student learning results to drive effective changes in instructional practice.

ACTIONS 2019/20

- Increase capacity of building-based teams to support the use of data.
- Provide learning opportunities for data leaders in each building to bring meaning to data. (Learning office)

FOCUS ON RESULTS: BODY OF EVIDENCE

- Professional development course in the use of Data in Schoology.

Develop a Culture of Collaboration

OBJECTIVE: Implement a methodology to promote the conversation of educators around best instructional practices.

ACTIONS 2019/20

- Develop district-wide professional learning calendar aligned to building and district success plans.
- Continue Inservice courses.
- Expand the use of IPI to include all schools.

FOCUS ON RESULTS: BODY OF EVIDENCE

- Inservice course aligned to strategic vision.

GOAL: SCSD will focus on student learning to adjust our professional practices. To that end, as a team of professionals, we attend to the following areas: (1) Ensuring all Students Learn, (2) Developing a Culture of Collaboration, (3) Focusing on Results. To better support these areas, SCSD will guide and support the related structures in all schools and across the district.

21ST CENTURY Knowledge & Skills

Ensure Students Learn

OBJECTIVE 1: Clearly articulate, "What do we want students to know, understand, and be able to do?"

ACTIONS 2019/20

- Research structural and instructional practice changes in mathematics.
- Continue transition to Next Generation Science standards. 3rd grade implementation year 1-4th and 5th grade curriculum writing w/PNW BOCES
- Expand World Language to grade 6 and continue to move toward language proficiency-based instruction and assessment.
- Implement and reflect on first unit of IB MYP (*International Baccalaureate*) (IB) Middle Years Programme (MYP) @ SMS- developing units 2 and 3 in each discipline.
- Conduct feasibility study of MYP in grade 9-10 at SHS.
- Develop MYP Units 2 & 3 in each discipline.
- Expand coding opportunities for students K-12.

FOCUS ON RESULTS: BODY OF EVIDENCE

- Completed feasibility study of MYP @ SHS.
- Developed three MYP units developed @ SMS.

OBJECTIVE 2: Clearly articulate a balanced assessment system focused on collectively answering the question, "How do we know what our students know, understand, and are able to do?"

ACTIONS 2019/20

- Continue to explore authentic assessments.
- Implement MYP assessment approaches (GRASPS). (*Goal, Role, Audience, Situation, Product*)
- Expand district-wide writing assessment through grade 9.
- Recommit to the use of data to inform instructional decisions.
 - STAR Renaissance benchmark assessment system in ELA and mathematics. K-12
 - ALPINE
 - Schoolology assessment tool pilot
- Expand the use of IPI (Instructional Practices Inventory) to include all schools.

FOCUS ON RESULTS: BODY OF EVIDENCE

- Training on IPI at PES and SIS.

OBJECTIVE 3: Clearly articulate an instructional system focused on collectively answering the questions, "What do we do when students don't know, understand, or are not able to do?" and "What do we do when they already know, understand, and are able to do?"

ACTIONS 2019/20

- Revisit RTI process and commit resources necessary to implement an effective RTI structure with fidelity.
- Expand ALP to visual arts and pilot at SIS.

FOCUS ON RESULTS: BODY OF EVIDENCE

- Updated RTI process and related documentation.

GOAL: SCSD will increase the percentage of students who have access to and succeed in our most rigorous curriculum.

2019-2020

DISTRICT SUCCESS PLAN

Social-Emotional & PHYSICAL WELLNESS

Social-Emotional Support

OBJECTIVE: Develop a District-wide and community-wide system supporting the needs of SCSD youth.

ACTIONS 2019/20

- Pilot SEW (*Social Emotional Wellness*) Curriculum
 - Zones of Regulation – PES/SIS
 - DBT Steps A – SMS/SHS
 - Clinical training for DBT – SMS/SHS
- Explore/revisit clinical support structures (TSP)
- Continue to expand parent education opportunities
 - Social emotional summit
 - Activities related to DFC grant
 - Equity presentations
 - Expand mental health resources for parents
- Support and develop the Tusker Committed program of leading a healthy lifestyle. Update code of conduct for athletics.
- Explore and investigate Restorative Justice practices.
- Update code of conduct for athletics.

FOCUS ON RESULTS: BODY OF EVIDENCE

- A Completed pilot of SEW curriculum
- The implementation of the Tusker Committed Program

GOAL: SCSD will further develop the organizational capacity to support the Social and Emotional Learning (SEL) needs of students, as measured by a body of evidence.

GLOBAL citizenship

Growing as Global Citizens

OBJECTIVE: Enhance the current school experience to provide students with the prerequisite skills to achieve in a globally connected world.

ACTIONS 2019/20

- Continue to explore course offerings to provide students with prerequisite skills to achieve in a globally connected world
 - Continue the development and implementation of MYP @ SMS.
 - Continue focus groups to assess the impact of curriculum focus on global citizenship.
- Continue to develop the knowledge base of the staff about the advancement of educational equity in our schools. (*Consult SEAT goals*) Superintendents Educational Equity Advisory Team
- Continue to clarify opportunities for instruction in social justice.

FOCUS ON RESULTS: BODY OF EVIDENCE

- District-wide trainings completed

GOAL: SCSD will create an articulated experience for students as global citizens, as demonstrated by a body of evidence.

21st Century Knowledge and Skills

Elementary

- ELA: Build instructional practices in the various components of the reading and writing workshop through refined curriculum, use of new resources, and data gathered from assessments (both local and state)
- Mathematics: Expand opportunities to differentiate lessons within classrooms and use assessment data to inform more targeted instruction
- Science: Continue to build the capacity of teachers to embrace the new NYSSLS with new Science 21 units

Secondary

- Explore opportunities for authentic application of knowledge and skills through project-based learning across the curriculum areas
- Develop ways to promote the “Learner Profile” attributes
- Refine assessment practices in order to pinpoint what students know and are able to do in order to provide targeted support and enrichment where appropriate
- Continue to promote student engagement with rigorous and challenging curriculum through structures such as embedded honors, tiered assessments and varied higher level course offerings.

Social-Emotional and Physical Wellness

Elementary

- Explore usage of sensory pathways to meet the social-emotional wellness of students
- Pilot of Social and Emotional Curriculum Zones of Regulation via the Morning Meeting Structure
- Expand the options for flexible seating across more classrooms.
- Continue to support our co-teaching partnerships with workshops, support from instructional coach and professional learning time.
- Continue to collect Fitnessgram data for analysis of student growth in physical fitness

Secondary

- Pilot DBT (Dialectical Behavior Therapy) STEPS A - a social emotional learning (SEL) curriculum to teach all adolescents effective emotion regulation, decision making, and problem-solving skills.
- Expand the use of Restorative Justice practices.
- Implement the new schedule at the HS – and begin planning for a more flexible MS schedule in order to allow for more personalized school environments
- Plan for implementation of advisory period for all SHS students (Coordinator of Student Life).

Global Citizenship

- Explore opportunities to connect students with other school communities near and far
- Assess and expand school-wide social justice curriculum
- Build a foundation in educational equity for all SCSD staff, faculty and administration
- Continue schoolwide projects and activities that designate our schools as “No Place for Hate”
- Continued involvement in the IB community – IBDP year 3, IBMYP year 3 of candidacy, and begin the exploration of the expansion of IBMYP to 9th and 10th grade

Professional Learning Communities

- Engage in continual efforts to be a community in which members of the staff collaborate to develop and implement each school's success plans
- Increase the leadership capacity of Curriculum Leaders both as a team and as the leaders of each department
- Increase the involvement of faculty in the IPI (Instructional Practices Inventory) process – examining ways to improve students' cognitive engagement in the classroom
- Continue to provide varied and personalized avenues for professional growth including instructional and content coaching, study groups, and personalized action research projects

A Community of Learners

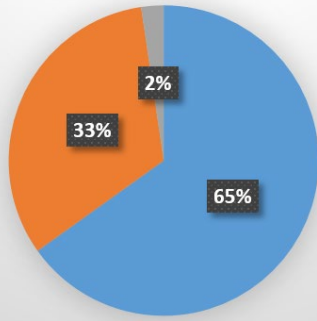
Following our two-day Curriculum Leaders' Retreat, feedback from the over 40 teacher leaders who attended was overwhelmingly positive.

The following quote captures many of the thoughts that were shared:

"Some of my biggest takeaways from the Curriculum Leaders' Retreat is the dynamic success plan that SCSD has in place. Our success plan focuses on the three fundamental areas of the Whole Child. Another big takeaway from our retreat is how much I learned from collaborating with my colleagues (administrators, teachers, counselors, etc...) about topics such as; coherence and educational equity. I thought all of the administrators did an excellent job at explaining and delving into our changing community. Overall, I left the retreat motivated to be a driving force that helps lead change in schools."

Able to See Our Work through a Common Lens

How well do you understand coherence as it relates to your building and district work?



- Very well
- Fairly well
- Not yet

"Each and every student is entitled to an excellent, engaging, rigorous education that encompasses 21st Century Knowledge & Skills, Social & Emotional Well-being and participation in programs that encourage Global Citizenship."



Questions

