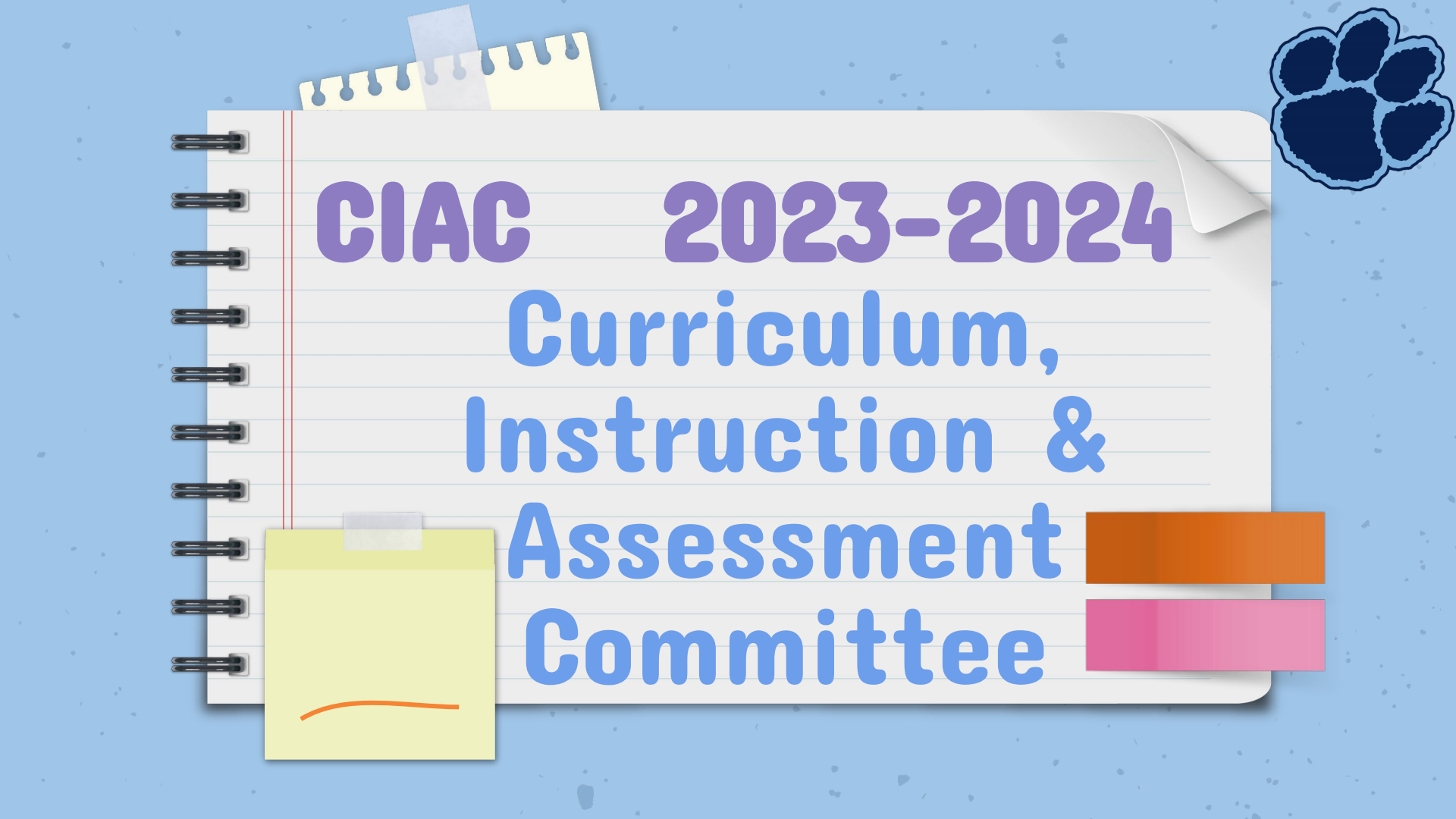
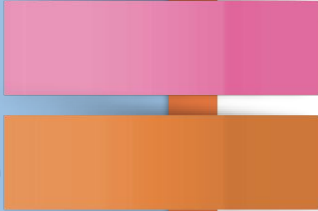
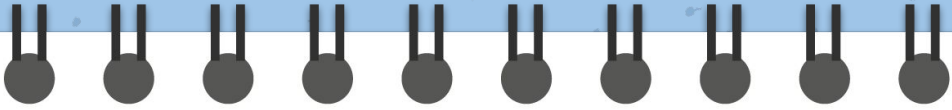




CIAC 2023-2024

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
- Assistant Superintendent of Curriculum, Instruction & Administrative Services
- Director of Pupil Personnel & Student Services
- Director of Physical Education, Health & Athletics

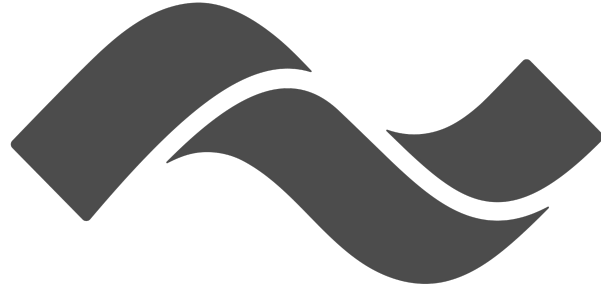
Membership

- Director of Technology & Data
- Building Principals
- Administrative/Teacher Guests
- Mount Pleasant Teacher Association Representative
- Faculty Leader Representatives
- Parent Representatives

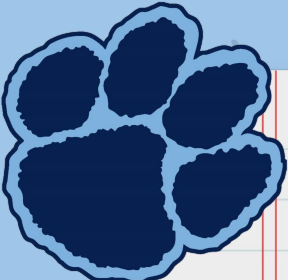
CIAC Role & Purpose

- 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

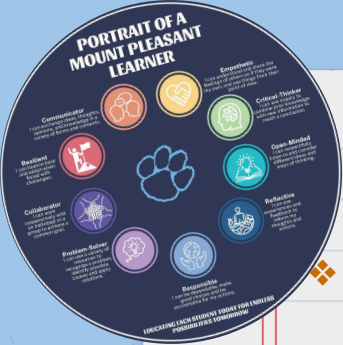
- **Establish** a K-12 Culture of Care and Wellness Oversight Committee.
- **Conduct** a K-12 needs assessment in wellness.
- **Deepen** understanding and assure proficiency of NYSED Standards and 5 core competencies in Social-Emotional Learning.
- **Research, review, and evaluate** wellness frameworks 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.



Portrait of a Learner (K-12)

- ❖ 9 Qualities and Critical Attributes (the definition)
 - Progressions → A Continuum → 5 or 9 "Completed"
- ❖ Driving Statements from 2022:
 - 'Designs' that are accessible and engaging for all
 - Becomes part of a genuine part of daily learning
 - Used to develop a district identity and reputation
 - Holistic and authentic - *knowing it when you see it!*
- ❖ 2024 Implementation → 2025 Integration → 2026 Identity →
- ❖ Implementation
 - Familiarity with progressions
 - Building level connections and district wide practices
- ❖ Tri-State Consortium Consultancy Connections
 - Authentic performance-based tasks and assessment to include feedback on The Portrait Qualities



Currently in Literacy (K-5)

- ❖ On demand prompts created and scored with standard-based Writing Fundamentals rubrics after each unit of study K-5. *(placed into literacy folder)*
- ❖ Professional development on creating student centered environment.
- ❖ Teacher Choice- Professional Development Topics: *Conferring, Interactive Read Aloud, Writing about Reading*
- ❖ Professional Development K-5: *Vocabulary and Demonstration Notebooks*
- ❖ District level Literacy Steering Committee was formed. *Vision for Literacy Instruction/Literacy Handbook*

Conventions of Writing [6-12]

- ❖ Modeling grammar usage in sample sentences;
- ❖ Increased alignment between middle and high school grammar instruction;
- ❖ Approach is aligned with changes in SAT assessment;
- ❖ Looking ahead: electronic grammar platform
 - No Red Ink
 - EGUMPP
 - Grammar Flip
- ❖ Consistent Training, Academic Vocabulary, and Vertical Alignment are key factors for student success & growth.



Vocabulary (WHS)

Retention grows after sustained Membean training

Initial retention is just a few days



Math (K-5)

- ❖ Currently, our First Grade, Third Grade and Fifth Grade are using the *Eureka Math*² program and find it to be a better program than Eureka Math. Teachers have reported that the student workbooks are more user friendly and learner appropriate (larger font and more space to show math thinking). Teachers have also mentioned that the scope and sequence of the program is a better fit for our students' learning.
- ❖ The digital platform includes all slides needed to support lessons, topic quizzes and end of module assessments.
- ❖ We plan to roll *Eureka Math*² into Kindergarten, Second and Fourth grade in the 2024-25 school year.
- ❖ We have planned time for professional development this Spring as well as time this Summer to get oriented with the updated version and to work on the scope and sequence.



Math Lab [6-7]

- ❖ Piloted with one period last year - full position time this year
- ❖ Groups of students who exceed standards extend learning during math
- ❖ Importance:
 - Apply skills and strategies and approaches to challenging work
 - Number sense and number talks
 - Logic and reasoning
 - Develop critical thinking approaches for 'novel problems'
 - Incorporation of metacognition - What approaches work for me?
 - Being comfortable with being uncomfortable with math challenges
- ❖ Performance-based, project-based, inquiry-based
- ❖ Self-management, social-awareness, collaboration, and communication
- ❖ Additional planned benefit - reduces the teaching ratio
- ❖ Opportunities for more and more students as the year progresses
- ❖ Understand how math applies to the larger world
- ❖ Foster a love of math learning
- ❖ Students love it and want to be in it



Career Research Academy (WHS)

- ❖ 14 students enrolled:
- ❖ Attitude/ Dispositions
- ❖ Built in experiential learning/community connections: Local field trips/ Presenters
- ❖ Performance based learning and assessments: Regents success.
- ❖ NWRC National Work Readiness Credential
- ❖ Goal setting & Reflection
- ❖ 2024-25 Selection/ invitations/ Learnings



Recommended Adoptions

Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

Many Strands Are Woven into Skilled Reading

increasingly strategic

increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope
(Scarborough, 2001)

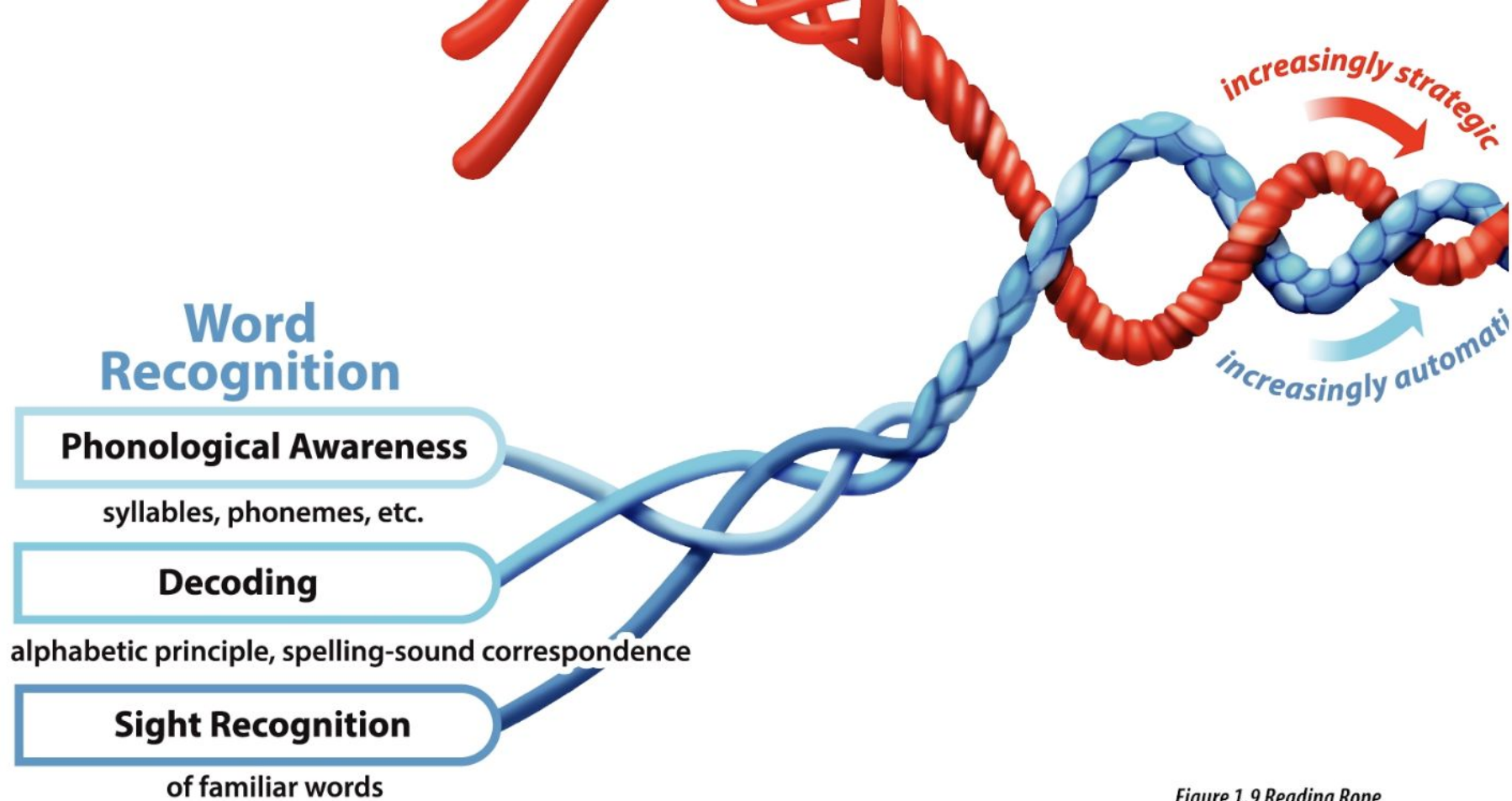


Figure 1.9 Reading Rope
(Scarborough, 2001; Scarborough's "Reading Rope" from Handbook of Early Literacy Research,
© 2001. Reprinted with permission of Guilford Press.)

Figure also on page 35 of the LETRS manual.

Reading: Word Recognition (HES)

- ❖ University of Florida Literacy Institute (UFLI)

**Based on pilot teacher feedback and data (2023-24)*

- ❖ Looking to adopt this initially as a First Grade Tier One resource to teach decoding.

- ❖ Addresses the lower half of Scarborough's Reading Rope: *Phonological Awareness, Decoding, Sight Recognition*



Strings (HES)

- ❖ Starting next year, orchestra will be introduced to 2nd graders in the form of a single unit of study in General Music class
- ❖ The district will purchase a set of 30 school violins that will be lent to students when they come to music class and shared throughout the grade
- ❖ The unit will be a basic introduction to strings: learning the parts of the instrument, the names of the strings, how to hold the violin and the bow, and plucking
- ❖ It is our intention that the program will continue into CES, WMS and WHS



Financial Literacy & Entrepreneurship (5)

- ❖ Grade 5 will participate in an engaging unit on Entrepreneurship through a program called "TREPS" (Short for Entrepreneurship)
- ❖ Within this unit, students will explore business skills and financial responsibility within the context of creating a product or offering a service to promote.
- ❖ Students will discover the fundamentals of entrepreneurship through marketing, budgeting of expenses, creating a business plan, and calculating profits or losses within both a team and individual settings.



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 completed with Dr. Jennifer Eddy, Associate Professor and Program Director of World Language Education at Queens College
- ❖ Recommended implementation in the fall of 2024 in 4th/5th grades to begin the study of Spanish and Italian language and culture
- ❖ Future implementation in earlier grades



Math [6-12]

- ❖ Is excited to begin a partnership with [Math]odology. Will consult with the 6-12 teachers starting April 2024 continuing 24/25
 - Vertical Articulation
 - Authentic Assessment
 - Dynamic Classrooms
- ❖ Expanded the use of eMath Instruction to 6-8. Depending on team level preference this can be used as a support resource or structured curriculum (NYS NextGen)



Future Possibilities

Language Comprehension

Background Knowledge

facts, concepts, etc.

Vocabulary

breadth, precision, links, etc.

Language Structures

syntax, semantics, etc.

Verbal Reasoning

inference, metaphor, etc.

Literacy Knowledge

print concepts, genres, etc.

Word Recognition

Phonological Awareness

syllables, phonemes, etc.

Decoding

alphabetic principle, spelling-sound correspondence

Sight Recognition

of familiar words

increasingly strategic

increasingly automatic

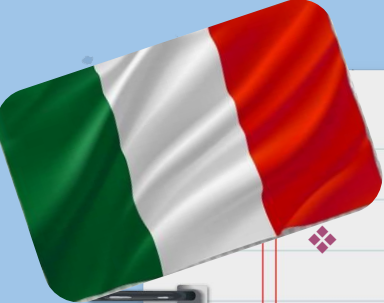
Reading: Language Comprehension (K-5)

- ❖ Pilot of Tier One Reading resources for Whole Group Instruction
 - Structure for the pilot presented and discussed through the literacy committee
- ❖ Supports a gradual release of responsibility for increased student independence
- ❖ Continued Professional Development in Literacy around best practices



Health (6-12)

- ❖ Current Yourself Series no longer in production
- ❖ Exploring
 - Health Smart, Glencoe Teen Health (MS/HS) and Project School Wellness Curriculum
 - Offer digital and print resources (lessons, projects, pacing calendar)
 - Continue to use Scholastic Choices as supplemental material
- ❖ Important items we want curriculum to address:
 - Student Centered, Skills Based, Project Oriented, Student-driven for discussions
- ❖ Pilot activities in 2024-2025 in both MS/HS to see which curriculum best fits our student's needs'



Italian (6-12)

- ❖ Exploring textbook series for Italian as a core resource: Sentieri, Immagina, Parliamo Italiano
- ❖ Aligns with the scope and sequence
- ❖ Offers digital accessibility and interactive tools
- ❖ Textbooks align with ACTFL's World-Readiness Standards for Learning Languages: literacy and real-world applications
- ❖ We will have a representative from the publisher "Vista Higher Learning" show the most suitable option to possibly adopt in Italian.



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.
- ❖ Care and Wellness Committee will continue to explore, research and in 24-25 pilot curriculum.



Computer Science/Coding (K-12)

- ❖ Coding is the method of giving a computer instructions to perform a specific task. These instructions are communicated using a language like JAVA. Coding teaches problem solving and critical thinking skills.
- ❖ Tynker's course pathways and learning modules align with the Common Core State standards, the Next Generation Science Standards, CSTA K-12 standards and the ISTE standards.
- ❖ Tynker has a curriculum for every grade. There are over 1600 contact hours of standards aligned computer science curriculum for grades K-12 with lessons and teaching materials.
- ❖ Elementary - A strong foundation with block coding which include digital citizenship. Middle School - real world programming. High School - career and college readiness with AP CS.



Digital Student Portfolios (K-12)

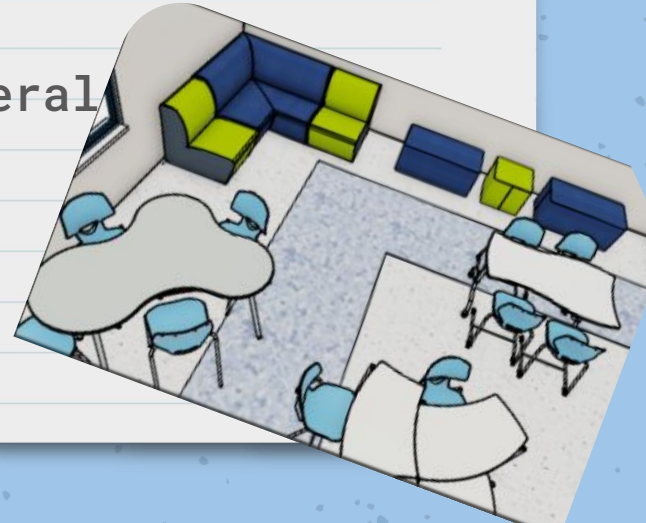
- ❖ A curation resource tool, where teachers can create and share collections of content.
- ❖ Students can create a portfolio through PDF's, images, videos to store their work. They can also use a record feature and can reflect on each piece in the portfolio.
- ❖ Pilot April - June through the members of the Technology/STEAM Committee

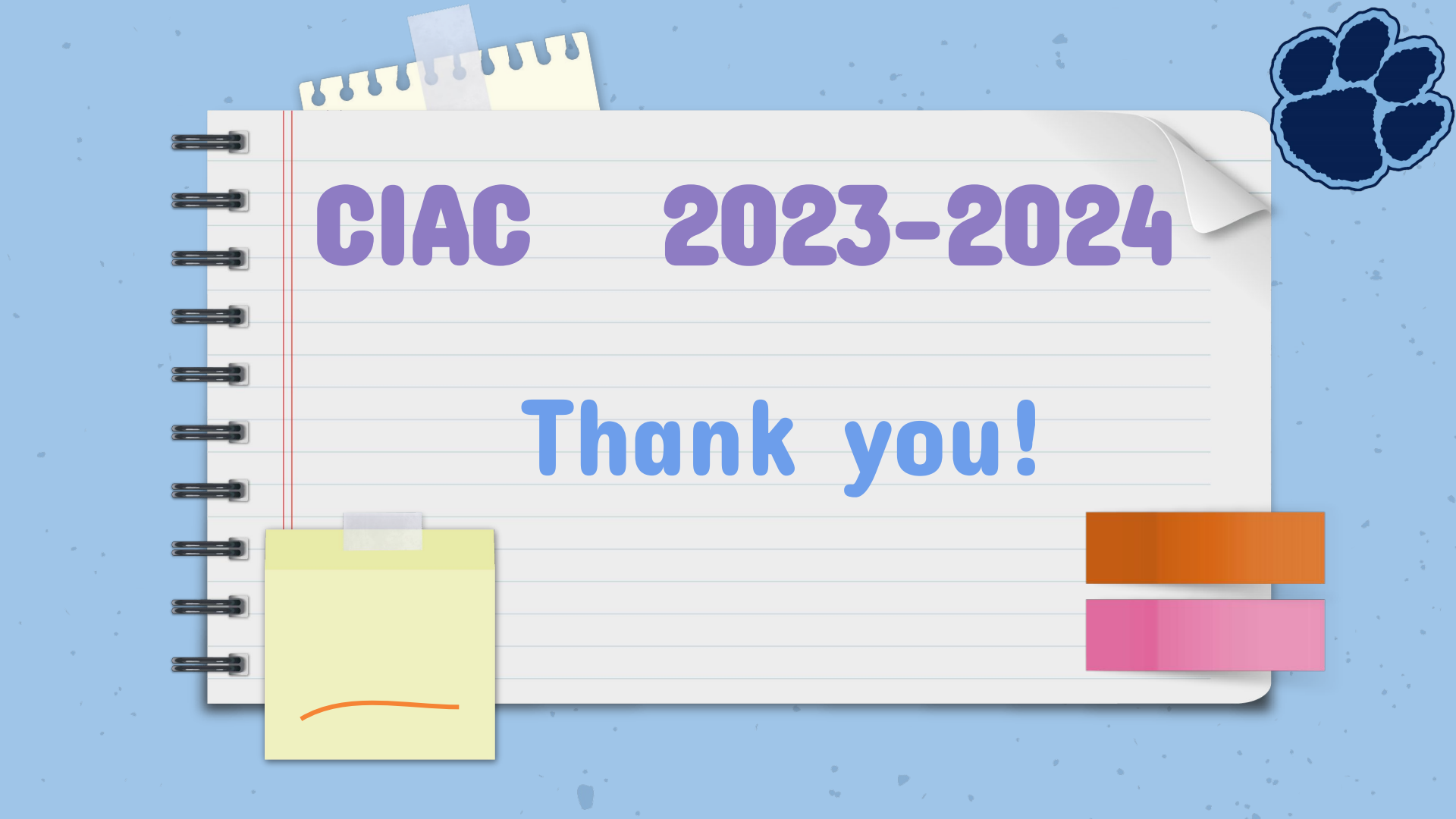


Classroom Infrastructure (K-12)

"Create educational spaces and school facilities that reflect the updates to the nature of classroom instruction and the student learning experience."

- ❖ Phased implementation over several years
- ❖ Creating a coherent experience and motif for students/faculty





CIAC 2023-2024

Thank you!