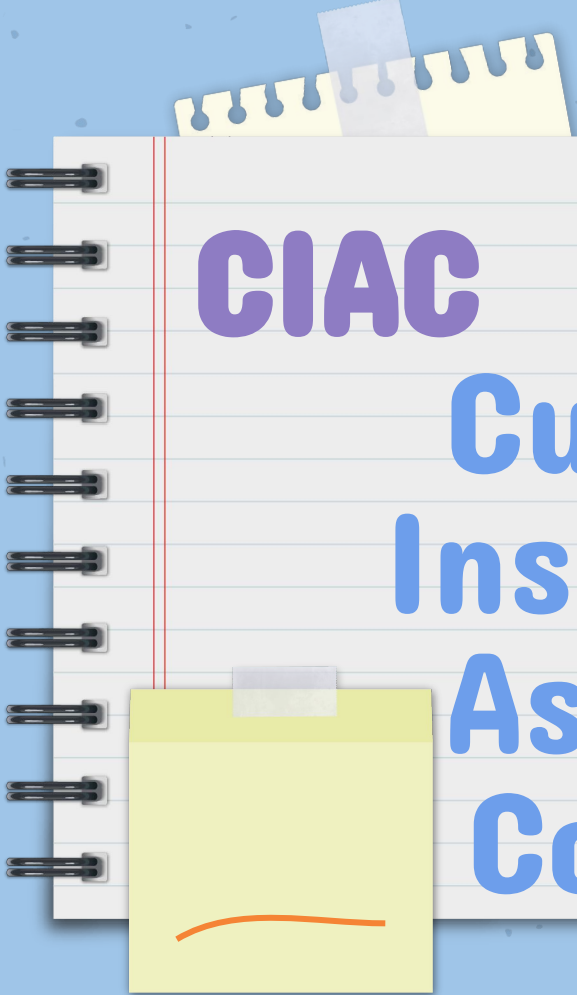




CIAC 2024-2025 Curriculum, Instruction & Assessment Committee



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 Business Administration
- Director of Pupil Personnel & Student Services

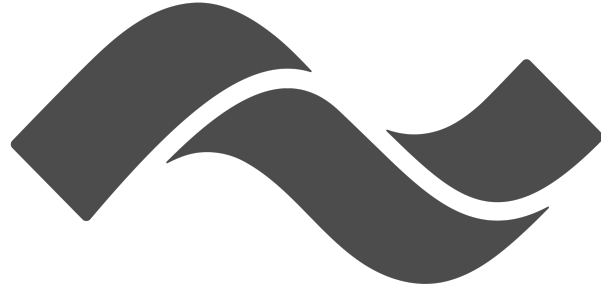
Membership

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

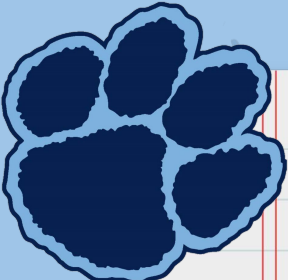
CIAC Role & Purpose

- 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

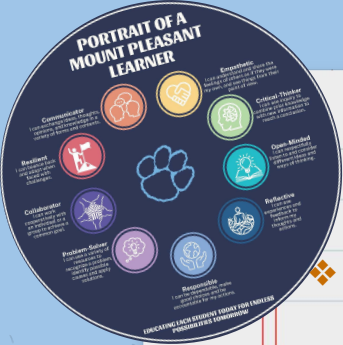
- **Establish** a K-12 Culture of Care and Wellness Oversight Committee.
- **Conduct** a K-12 needs assessment in wellness.
- **Deepen** understanding and assure proficiency of NYSED Standards and 5 core competencies in Social-Emotional Learning.
- **Research, review, and evaluate** wellness frameworks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

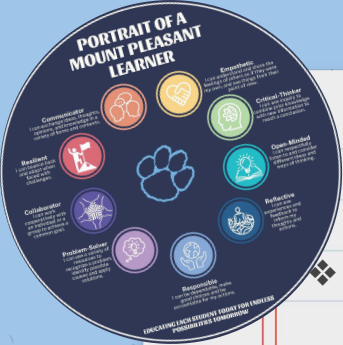
❖ The Plan

➤ 2024

- Finalize The Continuums

➤ 2025

- Identify Where They Live → Integrate Into Learning
- Use to Generate Feedback → Report Cards
- Advertise → District and School Communications
- Coordinate → Tri-State Consultancy Consensus Plan



Portrait of a Learner (K-12)

❖ Tri-State Consultancy Plan

- *Performance-based tasks*
- *Grade, report, and provide feedback*
- Gap analysis of the application of the progressions into instructional practices with students, including rubrics, formative assessment etc. across all grades.
- Develop 'kid-friendly' language.
- Develop 'parent-facing' communication.
- ❖ 2026 District Identity → Who we are and what we are about
- ❖ 2027 Aspirational → Portfolio of a Learner

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)

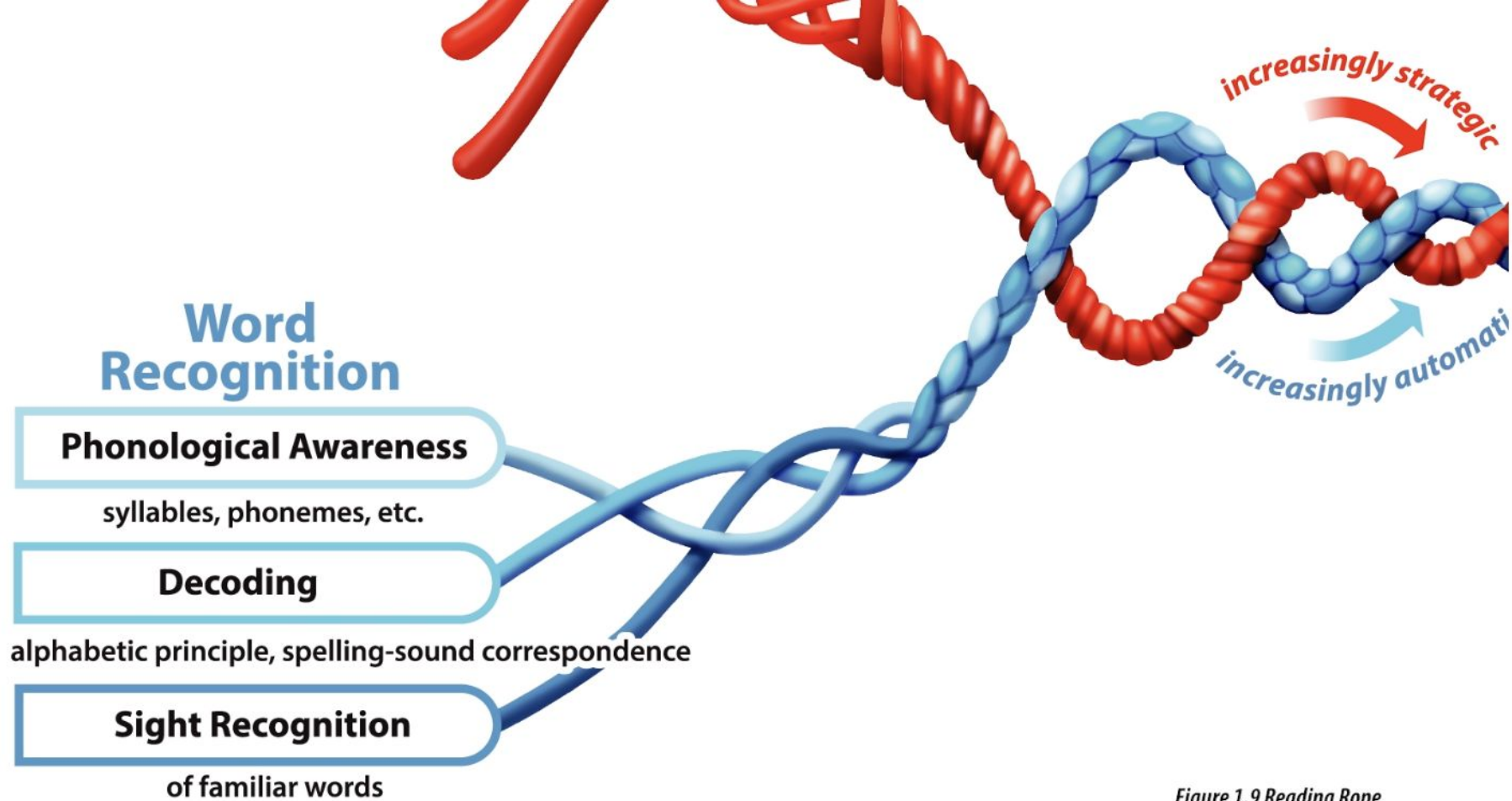


Figure 1.9 Reading Rope
(Scarborough, 2001; Scarborough's "Reading Rope" from Handbook of Early Literacy Research,

© 2001. Reprinted with permission of Guilford Press.)

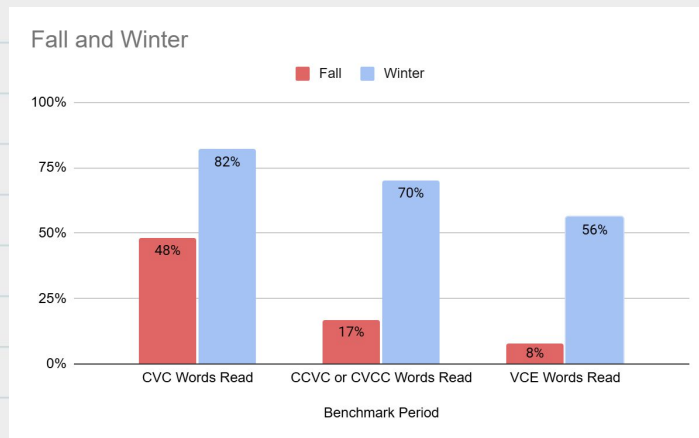
Figure also on page 35 of the LETRS manual.



Reading: Word Recognition [HES]

❖ University of Florida Literacy Institute
(UFLI) Foundations

LETRS
Data
Collected
(2024-2025)





Strings (HES/CES)

- ❖ Starting this year, orchestra is being introduced to 2nd graders in the form of a single unit of study in General Music class
- ❖ The district has purchased a set of 30 school violins, as well pertinent supplies and equipment that is being shared throughout the grade when students come to music class
- ❖ The unit will begin mid-April and is 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
- ❖ Starting next year, the program will segue into CES and filter throughout the program in years to come



F.L.E.S. (3-5)

- ❖ 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



F.L.E.S. (3-5)

- ❖ Foreign Language (World Language) in the Elementary Schools
- ❖ Implemented in the fall of 2024 in 4th/5th grades to begin the study of Spanish and Italian language and culture
- ❖ Students have been very enthusiastic about learning Spanish and Italian Culture
- ❖ Next school year - 3rd grade
- ❖ 2026-2027: Kindergarten - 2nd grade
- ❖ 1 full-time at CES and 1 full-time at HES



Math [6-12]

- ❖ Is excited to continue a partnership with [Math]odology. Will consult with the 6-12 teachers (started April 2024) continuing 25/26
 - Vertical Articulation
 - Authentic Assessment
 - Dynamic Classrooms



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

increasingly strategic

increasingly automatic



Reading: Language Comprehension (K-5)

- ❖ After piloting two reading resources, at the primary and elementary buildings, we collected data from teachers and students using various indicators to evaluate the efficacy of each program in meeting the upper strands of Scarborough's Reading Rope.
- ❖ Based on this feedback, the Committee is recommending the implementation of Into Reading, K-5.

Grammar (9-12)

- ❖ Comprehensive grammar & writing curriculum
- ❖ Aligns with *Patterns of Power* grammar instruction and *Membean* vocabulary instruction:
 - Personalized, high-interest content.
 - Interactive platform.
 - Scalable differentiation.
 - Consistent feedback.
- ❖ Grammatical knowledge for rhetorical effects:
 - Skills assessed on SAT and ACT exams.
 - Application of academic vocabulary.
- ❖ Grade 8 trial in 2025-2026.



Math Lab (4-5)

We expanded Math Lab to Columbus Elementary to include our brightest fifth grade math learners.

- ❖ Groups of students who exceed standards extend learning during math lab

Criteria: STAR Assessment Score, NYS Assessment Score, IXL Diagnostic Screener and Fourth Grade report card

- ❖ Performance-based, project-based, inquiry-based
- ❖ Self-management, social-awareness, collaboration, and communication
- ❖ Opportunities for more and more students as the year progressed
- ❖ Understand how math applies to the larger world
- ❖ Foster a love of math learning
- ❖ Additional planned benefit - reduces the teaching ratio during I/E

Math (6)

- ❖ Currently, Kindergarten through Fifth Grade are using the *Eureka Math²* program. In an effort to make the transition from an elementary to secondary setting smoother for students, the 6th grade reviewed the *Eureka Math² 6th* curriculum. The findings on the mechanics of the program were similar to the elementary review and the specific content was aligned with the updated NYS Next Generation Curriculum. As such the recommendation was made to move from Big Ideas 6 to *Eureka Math²*
- ❖ 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 (7-Algebra II)

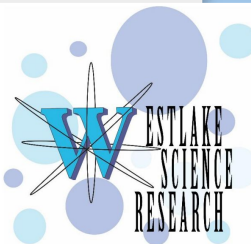
- ❖ Currently, Math 7 through Algebra 2/Algebra 2 Trigonometry, use Big Ideas and adopted textbooks for curriculum devices. A discussion about unified course curriculum showed that an large overhaul/adoption would be premature at this point in time.
- ❖ Review of a digital course curriculum reference was explored. eMathInstruction which is designed specifically for NYS Curriculum was agreed upon.
- ❖ eMath features editable Lessons/Notes/Homework/Assessments (Both Formative and Summative)/Activities.
- ❖ Secondary Teachers will incorporate eMath into their classrooms and current curriculum as the teacher teams deem appropriate



Science Research (WHS)

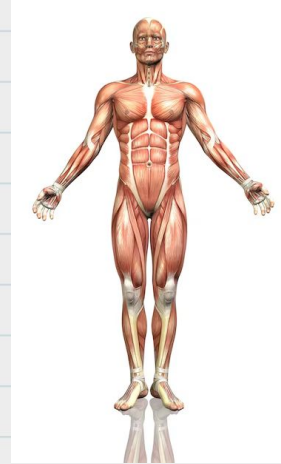
Classroom Space & Instructor Time

- ❖ **Benefits of new dedicated space:**
 - Distraction free learning / less interference with library activities
 - More flexible seating by grade and area of interest
 - Larger poster construction and storage area
- ❖ **Benefits of increased instructor time:**
 - More flexibility for scheduling and student support.
 - Increased instruction time for a growing program.
 - Ability to meet Albany guidelines for twice weekly meetings.



Anatomy & Physiology [WHS]

- ❖ Course offering was driven by student request.
- ❖ Many of our students have expressed interest in pursuing careers in the medical field. This course, along with other courses in our catalog - such as organic chemistry and AP Biology - will help to develop an educational pathway preparing students for continued study at the college level and careers in medical fields.
- ❖ The understanding of basic anatomy and physiology helps students to make more informed decisions about their health.
- ❖ The study of complex biological systems helps to develop critical thinking skills.



Social Studies Advanced Placement (WHS)

- ❖ Teachers are new in teaching these subjects and will benefit from the newest resources to support their instruction
- ❖ Old texts are outdated and not as useful; New textbooks for both AP Macroeconomics and AP Government are aligned with the new AP framework curriculums that were revised over the last few years
- ❖ New sets provided video and online visuals as a resource to both teacher and student
- ❖ New sets provide resources that are excellent for a flipped classroom lesson plan such as new Supreme Court Case Briefs, and short reading modules in Macroeconomics for more practice and a deeper understanding



Italian (Levels I, II & III)

- ❖ Review of three possible textbook series
- ❖ Implementation of the textbook *Sentieri Series* for Italian as a core resource
- ❖ Aligns with Continuum of Learning for WL
- ❖ Offers digital accessibility and interactive tools
- ❖ Textbook aligns with ACTFL's World-Readiness Standards for Learning Languages: literacy and real-world applications

Health (6, 7 & 10)

- ❖ Comprehensive and Standards Based - Aligns with the NYS Health Education Standards, ensuring that students receive high-quality, developmentally appropriate, instruction.
- ❖ Engaging and Student-Centered - Utilizes interactive lessons, real-world scenarios, and project-based learning to engage students in monitoring their personal health outcomes.
- ❖ Focus on Lifelong Wellness - Emphasizes life skills such as decision making, goal setting, and self-advocacy for personal well-being.
- ❖ Inclusion Driven - Provides adaptable resources that cater to diverse student needs.
- ❖ Supports Mental Health and SEL - Integrates topics such as stress management, relationships, and self-esteem to help build student resilience across a variety of real life scenarios.



Digital Student Portfolios (K-12)

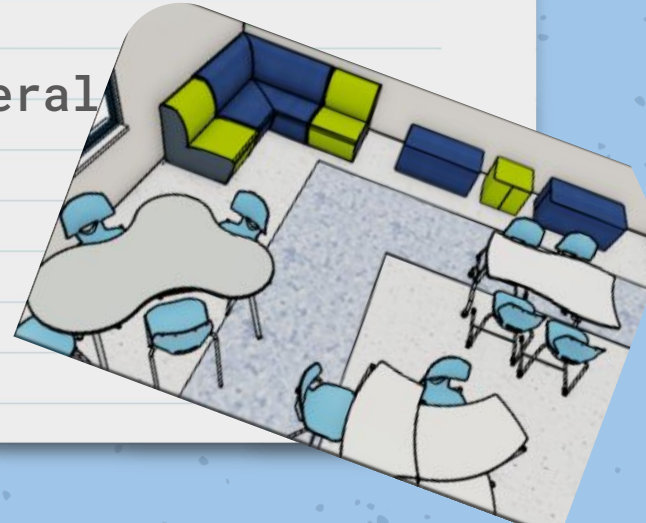
- ❖ piloted Wakelet last school year through members of the Technology Committee last year.
- ❖ This year we have trained the Administrative Team and will train the Mt. Pleasant Tri-State Committee at our next meeting
- ❖ This year - a thoughtful and friendly roll out. Lead Teachers in each building helping colleagues and design of PBA's through technology committee.



Classroom Infrastructure (K-12)

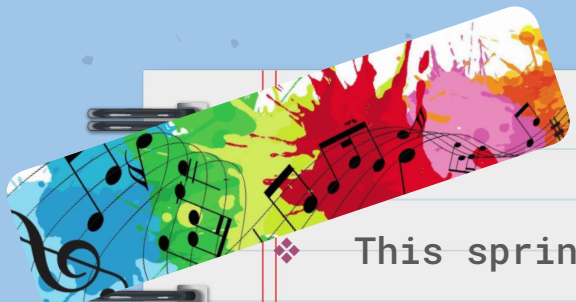
"Create educational spaces and school facilities that reflect the updates to the nature of classroom instruction and the student learning experience."

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





Future Possibilities



General Music (K-5)

- ❖ This spring, K-5 music teachers are collaborating to choose music curricula to pilot throughout the '25-'26 school year
- ❖ Administration and elementary music teachers had a virtual meeting with representatives from the "Music and the Brain" curriculum and are exploring other curricula including "Musicplay", "Game Plan", and "Quaver".
- ❖ In the next month, 2-3 curricula will be selected to be piloted starting in the fall. Based on the students' experience and teachers' findings, a recommendation will be made to the board to adopt the chosen curricular resource at this meeting next year.

Community Leadership Project (8)

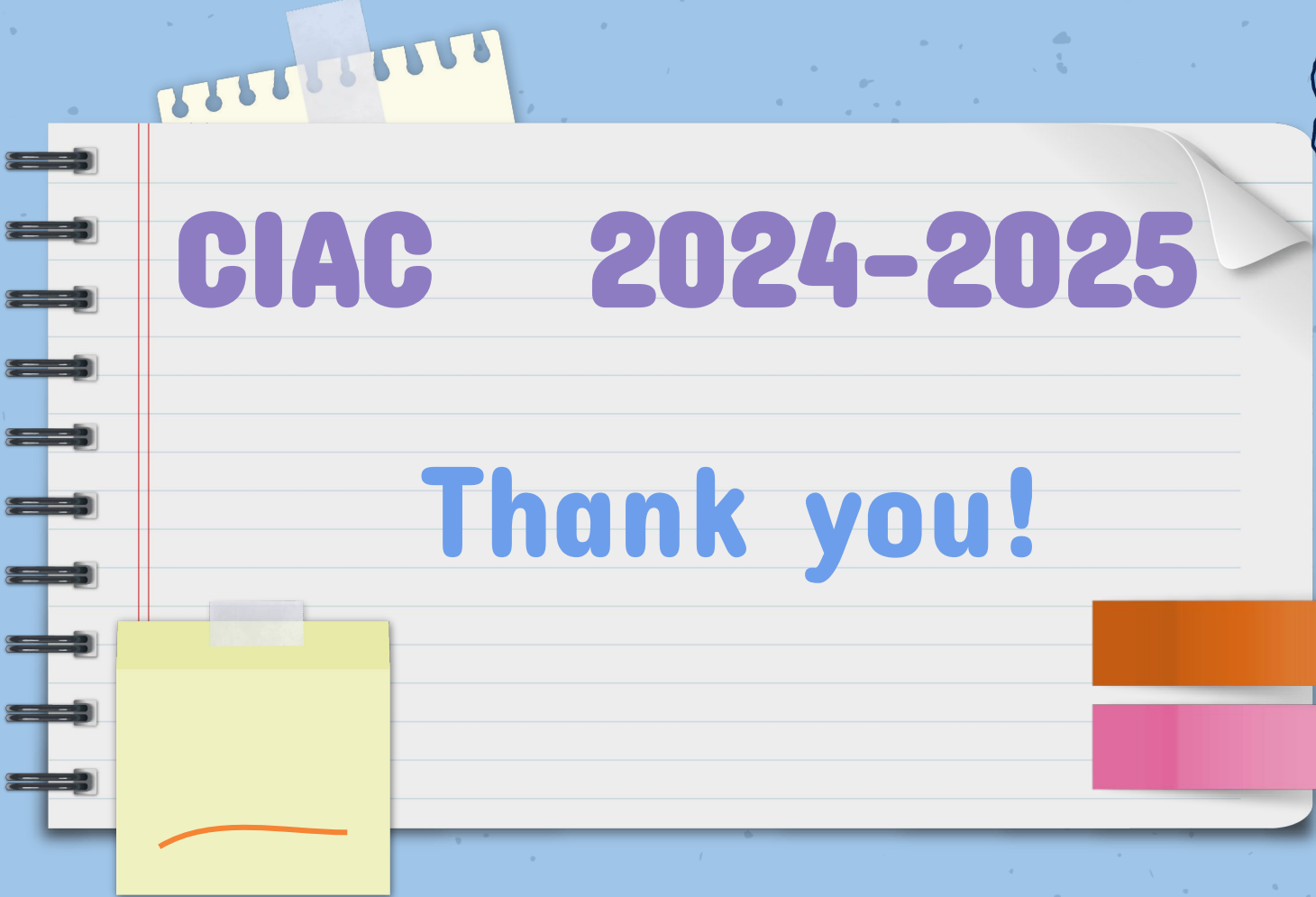
- ❖ A shift from Community Projects to:
 - Leadership Lessons aligned With Project School Wellness
 - Career Exploration
 - Resume Writing
 - Interview Skills
 - Creating a Budget
 - Saving & Investing
 - Protecting your Future
 - School Leadership Opportunities With Student Choice
 - Peer Leaders and Mentors (C. Iannone and Zeitchick)
 - Photojournalism (Clearwater)
 - Chess and Games Clubs (Sowka and C. Iannone)
- ❖ Link



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.



CIAC 2024-2025

Thank you!

