

East Lyme Public Schools
AAA Committee Meeting
Monday, November 6, 2017
Location: Main Office Conference Room, ELHS
6:00 p.m.

*East Lyme Public Schools will inspire, engage and educate each student to become a contributing citizen
and a responsible, independent, and critical thinker*

Members Present: Candice Carlson, Bill Derry, Tim Hagen, John Kleinhans.

Also Present: Jeff Newton (Superintendent), Amy Drowne (Assistant Superintendent for Curriculum,
Instruction and Assessment)

Monday, November 6, 2017		<u>MINUTES</u>	
Time:	Agenda Discussion Topic:	Discussion Purpose and Desired Outcome:	Minutes:
6:00 – 6:20	Update on District Wide Acquisition Plan – Asst Supt Drowne	Amy Drowne provided an update on The District Acquisitions Plan and their progress . See attached	See attached :
6:20— 6:40	Curriculum Content Area Revision Cycle – Asst Supt Drowne	Amy Drowne provided an update on the Curriculum Content / Revision Cyle and what the Curriculum Counsel has been working on.Please see attached.	See attached :
6:40-6:55	Select Agenda Items for Next Meeting	Eliminate "The Colt Music Festival" from future agenda items:	After School activity opportunities at all Elementary Schools Centralizing Elementary School Registration for the 2018-2019 school year

Future Agenda Items:	Agenda Discussion Topic:	Discussion Purpose and Desired Outcome:	Minutes:
	<p>1. After School Activity Opportunities at all Three Elementary Schools</p> <p>2. Exit Interviews</p> <p>3. Centralizing Elementary School Registrations for 2018-2019</p> <p>4. Tuition Based Summer School Program Feedback</p> <p>5. Creative Playschool Tuition Based Summer School Option for the 2018-2019 School Year</p> <p>6. Creating Aligned, Cohesive Instruction/Learning Models at our Three Elementary Schools</p> <p>7. Bus Transportation Incident Reporting</p> <p>8. Planetarium Update</p>	<p>1. Ensure all elementary schools are offering after school opportunities in the spring/fall.</p> <p>2. Quality Review</p> <p>3. Eliminate separate registration at each elem school and streamline it to Central Office.</p> <p>4. Continue the tuition based summer program offering and possibly expand for next summer.</p> <p>5. A tuition based summer school option for pre-school aged children was once established years ago and proved to be an incredible option for children/families in addition to being a revenue source. Looking for reestablishment of this option.</p> <p>6. Create policy to ensure all three elementary schools provide the same academic structure, behavior modification systems, models, programming and teaching tools to ensure consistency and alignment throughout the district.</p> <p>7. Implement a formal bus transportation incident reporting procedure to ensure safety of all students. In addition, a quarterly review of incidents.</p> <p>8. Mid-year update on the Planetarium proposal from Mrs. Swan.</p>	

Phases of Curriculum Development

<p>Phase I: Curriculum Development</p> <p>Purpose: To develop understanding of purpose of content standards, unpacking standards and revise and/or develop essential curriculum elements of Scope and Sequence and curriculum map. Through the curriculum maps, the district or team will:</p> <ul style="list-style-type: none"> • recommend evidence-based instructional materials and practices in this discipline; Differentiated Instruction; Universal Design for Learning (UDL) and Enrichment; • establish/Revise assessment system, and data driven instructional process; • identify professional learning and development needs to support student learning.
<p>Phase II: Curriculum Alignment</p> <p>Purpose: To align curriculum to district, state and national standards, resources and district goals, so that the curricular units of study provide:</p> <ul style="list-style-type: none"> • Stage 1: WHY: Genre, Alignment and Essential Questions; • Stage 2: HOW: Assessment FOR Learning and Assessment OF Learning; • Stage 3: WHAT: Learning Tasks and Networking Resources.
<p>Phase III: Curriculum Implementation</p> <p>Purpose: To implement the revised curriculum, instructional practices, and resources while monitoring the implementation to:</p> <ul style="list-style-type: none"> • ensure professional development and support necessary for effective implementation and improved learning for all students; • ensure the alignment of the intended, taught, and assessed curriculum; • monitor data and progress towards intended results.
<p>Phase IV: Curriculum Analysis</p> <p>Purpose: To reflect on critical questions in an effort to:</p> <ul style="list-style-type: none"> • assess existing student learning using data. Assess current curriculum to identify evidence-based best practices in the discipline; • identify the current essential learning outcomes, assessments, and instructional practices in the discipline; • analyze the effectiveness of current practices in the discipline; • analyze our curriculum against the district rubric for curriculum development as it aligns to the framework for teaching and learning.
<p>Phase V: Curriculum Evaluation</p> <p>Purpose: To review and evaluate student outcomes and determine effectiveness of the program. The evaluation will determine the next Phase of curriculum development to engage in.</p>
<p>Phase VI: Curriculum Renewal</p> <p>Purpose: To provide a continuous process at regular intervals to assess the effectiveness of the curriculum in any content area. Each program will take responsibility for acquiring feedback to ensure the curriculum responds to:</p> <ul style="list-style-type: none"> • students' current and anticipated needs for knowledge and skills in the particular discipline. • emerging trends in content and modes of instruction from outside of East Lyme; • opportunities for collaboration within the discipline and across disciplines; • opportunities to use off-campus resources to enrich the classroom education, provide real-time exploration; • the role of technology in supporting teaching and learning; • appropriate assessment strategies.



The table below is the proposed Curriculum Review schedule for 2017-2018. The table also outlines within each content area, the phases of curriculum development that are identified to support continuous instructional improvement.

GPS Curriculum Model for Instructional Improvement 2017-2022: 5 Year Plan						
Year	Phase I Curriculum Development and Design	Phase II Curriculum Alignment	Phase III Curriculum Implementation and Monitoring	Phase IV Curriculum Analysis	Phase V Curriculum Evaluation	Phase VI Curriculum Renewal
17-18	Global Language Social Studies PK	Science		Math	English Language Arts Visual Arts Music Family Consumer/Life Skills	Library Media and Technology Ed PE and health
18-19	Global Language Library Media and Technology Ed PE and health	Social Studies PK	Science		Math	English Language Arts Visual Arts Music Family Consumer/Life Skills
19-20	English Language Arts Visual Arts Music Family Consumer/Life Skills	Global Language Library Media and Technology Ed PE and health	Social Studies PK	Science		Math
20-21	Math	English Language Arts Visual Arts Music Family Consumer/Life Skills	Global Language Library Media and Technology Ed PE and health	Social Studies PK	Science	
21-22		Math	English Language Arts Visual Arts Music Family Consumer/Life Skills	Global Language Library Media and Technology Ed PE and health	Social Studies PK	Science



East Lyme Public Schools Curriculum Revision Plan

Curriculum Defined

The role of curriculum is to provide East Lyme educators with a roadmap to the “what” is taught and assessed through a district written curriculum that provides intentional alignment between standards, instruction and assessment.

Curriculum Alignment

Curriculum alignment is an agreement of what is written, taught and assessed. It is expected that all central administration, building administration and teachers be committed to the implementation of the standards-based written curriculum to support increased student learning and student success.

Curriculum Definitions

The Written (*intentional*) curriculum is defined by non-negotiable standards, objectives and expectations that students are to achieve while in school within a given year. The written curriculum will be developed utilizing the Understanding by Design framework and Curriculum 21 unit template aligned to the CT Core Standards and approved national standards. The written curriculum is the framework that supports the development of the taught curriculum.

1. The curriculum shall be developed utilizing the Understanding by Design (UbD) framework and Curriculum 21 unit template.
2. The design of the curriculum (written, taught, and tested) establishes the framework and parameters that guide educational decision-making at all levels of East Lyme Public Schools.
3. Curriculum development is a participatory process involving curriculum teams that include various stakeholders: teachers, principals, administrators, and students.
4. The curriculum is based on a core set of commitments, relevant and rigorous student expectations that guide decisions about teaching and learning, and which are aligned both vertically (PK-12) and horizontally (within an instructional level). The core of these expectations will be the CT Core Standards, national standards, Long Range Plan goals and East Lyme Public Schools mission.
5. Curriculum is developed to ensure that students from teacher to teacher and school to school have the opportunity to learn the same core of significant objectives at a particular instructional level.

6. The curriculum is accessible and managed via Google Classroom for educators. Standards and scope and sequences for each content are accessible and managed via East Lyme Public Schools district website.
7. The curriculum maps are living documents that are renewed on an annual basis with input from students, teachers, administrators and community as appropriate.
8. The curriculum is assessed regularly at all levels: district, school, classroom, and individual student.

The Taught (*operational*) refers to instruction, the process by which teachers develop units of study, lesson plans and approaches to instruction utilizing district identified strategies and models utilizing the written curriculum. The main goal of the taught curriculum is to engage students in a rigorous, standards based curriculum that provides multiple and varied opportunities for students to achieve the mission of East Lyme Public Schools.

1. Instructional tasks and formative assessments are critical components of the taught curriculum in order to determine student growth over time.
2. Teachers are encouraged to use flexibility and creativity in determining the "how" of teaching (instruction), not the "what" of teaching (curriculum expectations outlined in district maps)
3. Teachers may arrange the order of subjects as they see fit within their school day; however it is expected that all teachers in a grade level will follow the same unit pacing.
4. Teachers plan instruction within district-supported frameworks such as the Framework for Teaching and Learning.
5. Professional learning is designed and implemented to support all educators to teach the curriculum
6. Student share in the responsibility of their learning. We will offer multiple means for students to demonstrate their learning; however it is the responsibility of the student to self-regulate and advocate for what they need to be successful

The Assessed (*operational*) curriculum is the "understanding" of the taught curriculum. It is used to measure success of and impact of the curriculum and student mastery of the articulated standards. It measures how well students learned the taught curriculum.

1. Understand the impact of curriculum design and instructional plans have on student growth.
2. Determine what students don't know relative to the content and skills.
3. Guide teacher's design and redesign of instruction at a appropriate levels of complexity.
4. Guide district or school improvement of curriculum alignment or programmatic decisions.

Curriculum Expectations

The Written Curriculum

The district written curriculum is developed with the students in mind. All written curriculum is a tightly aligned, vertically and horizontally articulated curriculum that promotes consistency, continuity and cumulative acquisition of concepts and skills from grade to grade and from school to school. With this expectation, the PK-12 curriculum shall be developed based on a core set of commitments that are clearly articulated and aligned to the state and national standards of each discipline or course, the East Lyme Public Schools mission, and the Long Range Plan Goals.

Content and course specific curriculum maps shall be developed for all grade levels and subjects in the district. Upon development, content and course specific curriculum maps shall be distributed as follows:

- District Core Curriculum Maps will be warehoused in Google Classroom.
- Public view of content standards and grade/content specific scope and sequence will be made available to the community through the district web site.
- Curriculum Overviews/Guides will be made available to parents through the district web site and distribution at grade level conferences/Open House.

Components of the Written Curriculum

Curriculum Maps shall contain the following:

1. Unit Genre
2. Purpose
3. Targeted Standards
4. Content (What students should know)
5. Skills (What students should do)
6. Essential Question(s)
7. Assessments
8. Learning Tasks
9. Networking Resources

Assessments practices are aligned to the district definition of the formative, benchmark, and summative process. Unit assessments processes are varied and provide a blend of selected response and performance tasks. All assessments are designed to assess what students should know and do relative to each standard.

The Taught Curriculum

District Curriculum Maps provide the framework of “what” should be taught – the written curriculum, from which teachers develop units of study, lesson plans, and/or approaches to instruction that will meet the needs of all students’ in a differentiated and personalized manner. All teachers have an obligation to remain committed to the development and/or refinement of the written curriculum through reflection upon teaching a unit.

Teachers are expected to assess the identified concepts and skills articulated within each unit within the curriculum map. Instructional support personnel, interventionists and administrators are expected to be knowledgeable about the written curriculum in order to support students in understanding the taught curriculum. This expectation provides an assurance that we are engaging all teachers and students in a rigorous, transdisciplinary curriculum that meets the diverse needs of all students in all content areas inclusive of and aligned with the CT Core Standards, state and national standards, the East Lyme Public Schools mission and the Long Range Plan Goals.

The Assessed Curriculum

The assessed curriculum is the one aligned to the tests developed by the state, national consortiums and East Lyme Public Schools educators. The assessment practices are varied to provide multiple opportunities to assess students’ proficiency of the standards and to engage in the format of standardized assessments. Both the written and taught curriculum influence what is assessed and how.

The use of assessment data aligns with the district data team process. Appropriate and timely data should be used to determine “data-driven” instruction. The assessed curriculum must provide for analysis of the curriculum and student growth to:

- Evaluate the impact of the written and taught curriculum on student achievement.
- Identify areas of needed improvement and enrichment in learning.
- Inform and guide teachers in the design and redesign of instruction in order to personalize the learning.
- Inform the district in the renewal of the district written curriculum, instructional and programmatic decisions.

Phases of the Curriculum Development Process

Content specific curriculum maps shall be developed for all grades and subjects in the district. As directed by the Assistant Superintendent, district wide curriculum teams shall be formed and Assistant Superintendent will provide input and oversight into the curriculum development process.

Development Cycle

The curriculum development cycle includes six phases:

- Phase I – Development
- Phase II – Alignment
- Phase III – Implementation
- Phase IV – Analysis
- Phase V – Evaluation
- Phase VI - Renewal

The Assistant Superintendent or designee will review curriculum maps on an annual basis during the District Summer Curriculum Content Institute(s), or as directed. For the purposes of continuously improving student performance, all curriculum-based programs will be continuously updated and improved upon as well as periodically reviewed in their entirety. The success of a revised curriculum will be determined based upon the achievements of the targets within a specified time frame. It should be expected that a curricular area could overlap phases of development and weave in and out of phases in an effort to continuously improve and update the curriculum in order to engage teachers and students in a rigorous, standards-based curriculum that supports the personalization of learning.