

Curriculum Subcommittee Meeting  
Wednesday, October 3, 2012 6:00 PM Eastern

Central Services  
15-B North Granby Road  
Granby, CT 06035

- I. Curriculum Director's Report
- II. Intermediate School Configuration
- III. Teacher/Leader Supervision and Evaluation Update
- IV. Three-Year Curriculum Development Plan
- V. Policy
- VI. Other

## Monthly Curriculum Sub Committee Report

From: Diane Dugas, Director of Curriculum, Teaching and Learning

Date: October 3, 2012

### Professional Development:

- October 2 District Half Day –
  - K-5 Curriculum Development – Emphasis on Development of Unit Performance Assessments
  - Grade 6 – Student Success Plans – Roll Out of Expectations and Aligned Development Guidance Lessons
  - Grades 7-8 – Writing
  - Grades 9-12 – Piloting of DAG Rubric

### Curriculum:

Each of the core curriculum committees will meet for three full days during the 2012-2013 school year beginning in late October, followed by our three day summer curriculum writing institute in June. Simultaneous to committee work which will emphasize unit writing literacy specialists are working with Mike Dunn, Language Arts Supervisor to create a scope and sequence of study skills and writing conventions by grade level to be incorporated into the curriculum work this year. The Math/Science specialists are working to align EDM lessons to identified math units of instruction by grade level for teachers, allowing us to identify where we have gaps in resources for instruction given the new common core expectations.

### Intervention Implementation Update:

- Professional Development – Principals continue to work with staff to understand the three roles and responsibilities of the three team structure. Planning for an in house follow up training to our Leveled Literacy Intervention (K-5) is underway for November. Special Education accounting system that professional development was provided on will be up and running in October.
- Communication – Informal (No issues to date).

### Other Committee Work:

- Teacher Supervision and Evaluation Committee met for three days and completed a draft rubric to guide the observation portion of the evidence collection and feedback. The rubric was created making connections to Granby's guiding documents and other pertinent state resources. The committee will reconvene on October 17<sup>th</sup> for editing and to map out plans for staff review and input. The work is being guided by Revision Learning with consultants Patrick Flynn, David Cormier and Martha Bliss.
- Finalized planning of the GPC fall retreat, held retreat October 1, served as lead facilitator.

**Other:**

- Final 7-8 Spanish Interview
- Ongoing with SERC to implement the strategic plan and professional development activities and timeline related to cultural competence and equitable practices
- Grant work – Year end reports and ongoing evaluations/Open Choice Grant, Consolidated Grant development for 2012 – 2013.
- Held Math/Science Specialists goal setting meetings
- Met with various community members about possible partnerships (music/wellness).
- Supported Principals in the development and presentation of School Improvement Plans for BOE meetings.

**Monthly Meetings:**

- District Ad Council – Implementation of deepening our understanding of interventions and the three team structure, teacher evaluation and a full meeting on the topic of writing.
- Elementary Ad Council Meetings – Interventions, benchmark data, professional development and state reporting.
- K-12 Coaching Meetings- Meetings are structured with a three tiered focus: building capacity to change practice; address district level work such as visualizing the learning principles and providing a scope and sequence for study skills; content specific work in literacy and math/science. These meetings occur one day per month from 8-3 and include the literacy specialists, math/science specialists and special education consulting teachers.
- Walkthrough's- This year we have included additional teachers in the walkthrough process, two teachers from each building will join the practice. September's walkthrough was at the HS and focused on the observation of engagement strategies and rigor.
- PLC Team meetings – As appropriate.
- Superintendent meetings – Ongoing daily communication and district level planning
- BOE meetings- Presentations of District level achievement and continuous improvement plan

**Revision Learning Partnership LLC.  
consultants Patrick Flynn and David Cormier**

**Teacher Effectiveness and Performance Evaluation**

Service	Timeline
<b>Module 1: Designing Frameworks for Improved Teaching and Learning</b>	
Pre-Meeting and Overview	COMPLETED
Instructional Framework Development and Facilitated Work Time (Four Days)	Three days in late September – 9/26,27,28 Fourth day October 17 if necessary
<b>Module 2: Committee Meetings and Development Work</b>	
Meeting 2 (1 full day)	November 27
Meeting 3 (1 full day)	December 14
Meeting 4-8	January 31, February 1,5, 6
<b>Module 3: Administrator Training for Implementation of Teacher Evaluation</b>	
Assessing Administrator Growth Needs (4 half days)	September – October -2012 - TBD
The Effects of Efficacy on Student Achievement (4 half days)	November 2012 – January 2013 - TBD
Teacher Evaluation Support and Feedback (4 half days)	February – April 2013 - TBD



## **Granby Three Year Curriculum Plan**

**Background:** The Foundation of student success is built upon a viable K-12 curriculum. Alignment across grades and within grades is contingent upon a cohesive curriculum framework that is implemented with fidelity and supported through job embedded professional development. A K-12 framework for curriculum development has been established for Granby that incorporates our district vision of creating 21<sup>st</sup> century Citizens prepared for a global economy. Granby's curriculum framework includes instructional pacing guides, curriculum maps, unit outlines, assessments (both performance assessments and common formative assessments) and has a built in reflection cycle after the implementation of each unit. K-12 Curriculum committees have been established with cross grade level representation to actualize the work identified in this three year curriculum plan. Integral to the curriculum is instructional implementation and assessment, guided by our mission of developing powerful thinkers, effective collaborators and compassionate contributors, both of which are included with annual focus areas to Granby's Plan.

**2011 -2012****Curriculum**

- Full Implementation of K-12 Curriculum committees across all content areas  
*Status: 10 curriculum committees met 3-8 times across the course of the year.*
- Identify Status of curriculum using the elements of quality curriculum identified by the State  
*Status: The current reality was the building block of each groups work*
- Unwrap current content standards, power standards identifying essential 21<sup>st</sup> learning expectations (LA and Math focus on the Common Core Standards)  
*Status: CCSS across all content areas, all disciplines unwrapped standards*
- Complete Pacing Guides for all content areas  
*Status: Pacing for LA SC(K-8), SS, Math complete*
- Analyze and revise curriculum for cultural relevance  
*Status: Ongoing*
- Vertical alignment of curriculum pacing, expectations, outcomes  
*Status: Ongoing*
- Work with Ed Lyman to revise CEMA to support curriculum writing Framework linked to PLC  
*Status: In Process*
- Update annual status reports  
*Status: In Process*

**2012-2013****Curriculum**

- Curriculum committee work guided by annual reflection of status reports
- Continued development of curriculum maps, unit development (3 per year)
- Unwrap and power technology standards for integration into all units
- Ongoing analysis of vertical alignment, scaffolding of content and skills
- Emphasis on the development of Performance Assessments, rubrics and common formative Assessments
- Analyze and revise curriculum for cultural relevance
- Summer curriculum institute (opportunity to address universal needs and to work on elective courses)
- Update annual curriculum status reports
- All curriculum work to be completed electronically on CEMA K-12, ongoing revisions to technology as necessary
- Complete scope and sequence of writing conventions and study skills to be incorporated into curriculum units.

**2013-2014****Curriculum**

- Curriculum committee work guided by annual reflection of status reports
- Continued development of curriculum maps, unit development (3 per year)
- Integration of Technology power standards to all units, application in performance assessments
- Ongoing analysis of vertical alignment, scaffolding of content and skills
- Enhance the quality of performance assessments, rubrics and CFA development, utilize unit reflection and feedback to guide ongoing curriculum revisions
- Analyze and revise curriculum for cultural relevance
- Summer curriculum institute (opportunity to address universal needs and elective courses)
- Update annual curriculum status reports
- All curriculum work to be completed electronically on CEMA K-12, ongoing revisions to technology as necessary

**Instruction****Language Arts:**

- Continue to develop Tier I instruction through the coaching model

*Status: Over 30 teachers received specific coaching, all teachers received DDDM coaching*

- Support the literacy specialist role through development of principal/literacy specialist relationship, understanding of roles, responsibilities and tools required for success

*Status: June PD, monthly LAS/Principal mtgs.*

- Continue to develop and support literacy specialists craft of coaching

*Status: Monthly mtgs.*

- Deepen the knowledge and implementation level of reader/writer workshop model K-8

*Status: Books clubs, visitations, Columbia trip*

- Facilitate and expand literacy walkthrough's to guide professional development

*Status: Writing Walkthrough Postponed, Kelly LA walkthrough*

- Identification of core and supplemental instructional resources, ongoing analysis of culturally relevant instructional practices

*Status: Ongoing*

- Implement and monitor READ 180 reading intervention 7/8

*Status: Exited 9 students*

- Expand Plato Interventions 9-12

*Status: Math, Science, LA*

**Instruction****Language Arts:**

- Continue to develop Tier I instruction through the coaching model
- Support and develop the craft of coaching based on needs assessment
- Deepen the implementation of reader/writer workshop K-8; begin 9-12 discussions of philosophy and feasibility of workshop model.
- Expand Tier II and Tier III intervention alternatives
- Continue Literacy Walkthrough's to guide professional development
- Ongoing analysis of culturally relevant instructional practices
- Conduct K-12 writing process audit

**Instruction****Language Arts:**

- Focus on expansion of the workshop model to the High School
- Monitor Tier II and Tier III instructional interventions
- Continue to reflect, evaluate and support the role of the literacy specialist, expand content literacy work.
- Continue Literacy Walkthrough's to guide professional development
- Ongoing analysis of culturally relevant instructional practices

***Mathematics and Science***

- Continue to develop Tier I instruction through the coaching model K-6, content literacy coaching 7-12  
*Status: Use of CCSS as focus for coaching*
- Support the math/science consulting teacher role through development of principal/specialist relationship, understanding of roles, responsibilities and tools required for success K-6  
*Status: Via Elementary Principal Mtgs.*
- Continue to develop and support consulting teachers craft of coaching K-6  
*Status: Monthly mtgs.*
- Deepen the knowledge and implementation level of the workshop model in math and scientific inquiry in Science K-8  
*Status: Curriculum mtgs, intervention mtgs, coaching*
- Identification of core and supplemental instructional resources  
*Status: Ongoing via curriculum work*
- Ongoing analysis of culturally relevant instructional practices  
*Status: Ongoing*
- Expand Plato interventions 9-12  
*Status: PD provided*

***Mathematics and Science***

- Continue to develop Tier I instruction through the coaching model K-6, content literacy coaching k-12
- Continue to develop and support consulting teachers craft of coaching
- Deepen the application of peer visitations and peer collaboration to support replication of effective practice
- Ongoing clarification, identification, documentation and replication of effective teaching strategies
- Provide ongoing opportunities to develop and deepen problem solving and full inquiry application
- Ongoing analysis of culturally relevant instructional practices
- Identify resources and materials to match CCSS units of instruction for math

**Mathematics and Science**

- Provide ongoing opportunities to develop and deepen problem solving and full inquiry application
- Continue to emphasize 21<sup>st</sup> century instructional application
- Continue facilitation and support of peer visitations and peer collaboration with an emphasis on student
- Ongoing clarification, identification, documentation and replication of effective teaching strategies
- Provide ongoing opportunities to develop and deepen problem solving and full inquiry application
- Ongoing analysis of culturally relevant instructional practices

***Social Studies***

- Develop Tier I instruction through content literacy coaching K-12

*Status: Use of CCSS*

- Identification of core and supplemental instructional resources

*Status: Ongoing*

- Ongoing analysis of culturally relevant instructional practices

*Status: Ongoing*

- Expand Plato interventions 9-12

***Technology Integration***

- Unwrap and power technology standards for integration into all content areas

*Status: To complete in Fall of 2012*

***Social Studies***

- Continue content literacy coaching K-12
- Provide ongoing opportunities o develop and deepen inquiry
- Develop structures to engage cross content collaboration between social studies and Language Arts 7-12.
- Ongoing analysis of culturally relevant instructional practices

***Technology Integration***

- Integrate technology power standards into all units, incorporate into performance assessments/rubrics

***Social Studies***

- Continue content literacy coaching K-12
- Provide ongoing opportunities o develop and deepen inquiry
- Continue content collaboration between social studies and Language Arts 7-12.
- Ongoing analysis of culturally relevant instructional practices

***Technology Integration***

- Expand technology integration capacity and application in units

**Assessment:**

- Monitoring of student growth through the K-6 District Benchmark calendar during PLC conversations

*Status: Three cycles of DDDM conversations modeled and conducted*

- Identification of progress monitoring tools for K-6

*Status: Complete for LA and Math*

- Identification of universal benchmark assessments for 7-8

*Status: Complete*

- Establishment of entrance and exit criteria for interventions K-6

*Status: Complete for LA and Math*

- Identified interventions for each of the five areas of the reading blueprint K-6

*Status: Complete*

- Training and implementation of Aims web progress monitoring system (academic and behavioral components)

*Status: Complete and in use*

- Provide professional development in use of data protocols expanding and deepening PLC conversations beyond the use of summative data to include multiple forms of data to profile learners.

*Status: PD provided at the opening of school and coaches have modeled K-8 applying three times during the year.*

- Revise SRBI forms for clarity of specific goals and explicit instruction that monitors duration and frequency of interventions in relation to student outcomes.

*Status: To be completed Summer 2012 in collaboration with SERC*

- Analyze data through the lens of equity

*Status: Ongoing (SERC 2012 K-8 focus)*

**Assessment:**

- Monitoring of student growth through the K-8 District Benchmark calendar during PLC conversations
- Identification of Universal screenings 9-10
- Identification of progress monitoring tools for 7-8
- Establishment of entrance and exit criteria for interventions 7-8
- Establishment or revision of interventions 9-10 for reading and math
- Identified interventions for each of the five areas of the reading blueprint 7-8
- Monitoring and ongoing implementation of Aims web progress monitoring system (academic and behavioral components)
- Provide ongoing professional development and monitoring of protocols expanding and deepening PLC conversations about student growth
- SRBI district committee to explore Tier II and Tier III interventions as informed by new Theory of Action and work of DCP for language arts and math
- Analyze data through the lens of equity

**Assessment:**

- Deepen application and analysis of performance assessments and CFA's to guide instructional changes
- Identification of Universal Screenings 11-12
- Monitoring of effectiveness of interventions K-10
- Provide ongoing professional development and monitoring of protocols expanding and deepening PLC conversations about student growth
- SRBI district committee to be guided by annual analysis of the schools' work.
- Continue to analyze data through the lens of equity



## **Students**

### **Nondiscrimination**

The Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, or gender identity or expression, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy or gender identity or expression is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability, pregnancy, gender identity or expression.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

The Board shall adopt and the District shall publish grievance procedures providing for prompt and equitable resolution of complaints concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX, and the Age Discrimination Act. As part of those procedures, the Superintendent shall appoint and publish the names of the individuals to contact with any such complaints.

#### **Legal References:**

- Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, *et seq.*
- Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq.*
- Americans with Disabilities Act, 42 U.S.C. § 12101, *et seq.*
- Connecticut General Statutes § 10-15c and § 46a-81a, *et seq.* - Discrimination on basis of sexual orientation
- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, *et seq.*

Policy adopted:

GRANBY PUBLIC SCHOOLS  
Granby, Connecticut