
Curriculum and Instruction Highlights

2007-2008

Lynn Gorey

*Assistant Superintendent for Curriculum
and Instruction*

Math Curriculum Review Report

Curriculum Findings and Goals

- Need for a consistent approach to curriculum mapping
- Process for sharing maps
- Performance Pathways
- Next steps: sharing maps; adding Introduce, Develop, Master to concepts and skills
- Look for alignment between assessment results and curriculum

Instructional Resources

- Continuing to review resources for new High School courses
- Increase use of technology in math classrooms: Smartboards, Senteos, software
- Develop a math intervention program for elementary students who are significantly below grade-level expectations
- Review scheduling options; staffing models at elementary level and data on new course at TZHS
- Look for ways to enhance the learning for high level math students throughout their school years.

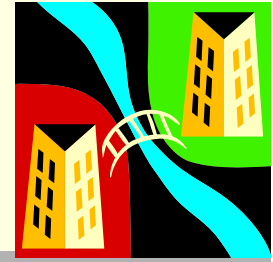
Data Analysis Plan

- We have a plan! Implement the plan and review results.
- Look at same group of students over multiple years; same group on different tests; disaggregate data focusing on Special Ed, high level students, and gender data
- Look specifically at high 3 and high 2 students for common instructional patterns
- Look for additional integrated test prep and opportunities for higher level learning
- Apply this analysis plan to other curriculum areas and Regents data
- Use technology: Performance Tracker, Assessment Builder, Senteos and Scanners for common assessments as well as State Assessments. Use data to inform instruction. Develop teacher-friendly methods of collecting data and using this data.

Staff Development

- Support teacher development to enhance differentiation in all areas (Look for appropriate consultants, workshops, model site leaders in District)
- Continue Smartboard training (differentiated for different levels)
- Share Smartboard work through Performance Pathways and a District shared folder. Look for other schools to collaborate and share this work.
- Train teachers and students on use of Senteo handheld devices
- Participate in the development of the Integrated Algebra/Trig curriculum project with other districts through PNW BOES
- Continue our work on developing high-level lessons to support learning and share these lessons on Performance Pathways
- Instruct all teachers on the Search potential of Performance Pathways
- Continue our Administrative training on the report features of Performance Pathways and the intervention piece of the program

Home/School Connection



- Different ways to get the information to parents will be explored.
- Look for ways to use technology: blogs, podcasts, wikis and our website. Work with the different PTA groups to see how we can highlight math information at already existing meetings.
- Look for ways to celebrate math District wide with more events like MuFest, contests, scavenger hunts, etc.
- Try to involve parents and the community to help students see the relevance and opportunities for careers that relate to math.

Thank you to the Math Leadership Team

Members

■ **WOS**

- Nora Polansky Ann Marie Doran
- Carol Kuhn Pat Ochman

■ **TZE**

- Kerry Houlihan Denise Healy
- Colleen Morahan Kim Farry

■ **CL**

- Kerri Mc Bride Colleen Dowling
- Karen Sperduto Shannon Sorrentino

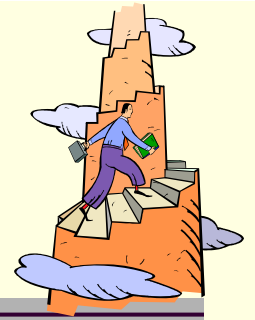
■ **SOMS**

- Paul Guglielmo Jennifer Segaloff
- Lisa Rogo

■ **TZHS**

- Sheila Silverman Nick Megdanis
- Jeanne Palumbo Marisa Premus

Next steps



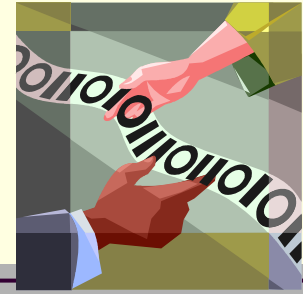
- Math Leadership group will serve as our Tristate Leadership group next year.
- A Tristate Wiki has been created to share our evidence District wide. Each building has already had a turnkey training on the Tristate process and they have started the collection of evidence.
- Tristate visit is scheduled for April 2009
- Tristate report will be reviewed and shared. The following year's goals will be developed by the team after the visit.
- The Math Leadership group and the administrators of each building will work on the implementation of the recommendations contained in the report.

What's new in other areas....



- Science: During our curriculum audit, we determined that there was a need to look at our program as it relates to the study of the environment. This will be explored more fully during the review cycle but some work has already begun at different levels. One example is a Go Green unit that is under development at SOMS. We have also developed a partnership with United Water. They will be providing some workshops for students and teachers next year.
- *Looking at Biomedical Sequence of courses under development by Project Lead The Way

Technology



- Project Lead the Way year one at SOMS and TZHS. Teachers will be trained this summer and courses begin! We will look to add high school courses next year. We continue to offer the hands-on technology courses as well as the pre-engineering courses
- Technology Committee will reconvene, and we will look at next year as Year 1.
- Smartboard training will continue. Looking at differentiated model that would include on-line training developed by our staff.

English Language Arts



- Continuing our Balanced Literacy work focusing on writing. Looking to do some work on writing units of study across grades and across buildings.
- ELA Leadership Team will convene and develop the District report and recommendations. This team will be led by: Bill Lee, Stephanie Acito and Nora Polansky.
- Reviewing integrated test prep materials that align with the Readers' workshop approach.
- New units of study are being developed at all levels to address the different learning styles and levels of students

Social Studies



- Next year will be year one of the Social Studies Review. A leadership team will be convened under the leadership of: Ed Bolan, Mike Fiorentino and Beth Lipton
- Continue to look at developing our curriculum using a systems approach.
- Look for enhanced ways to integrate technology and connect our program with the global community.

Art



- The art staff District wide met with Beth Lipton this year and reviewed their curriculum.
- They began the curriculum mapping project using Performance Pathways
- They will explore visiting other schools next year and looking at ways to enhance the curriculum. Both SOMS and TZHS students will have the opportunity to use a Macintosh lab for project work. The TV Studio will continue to be enhanced at TZHS, and new courses will be considered.
- The Art Team will present a District report with recommendations next year.

Music



- The music staff has met this past year with Paul Guglielmo to begin the process of gathering information.
- Digital music opportunities will be explored next year as the curriculum is reviewed.
- Visits to other schools will take place.
- Next year will be the information gathering time for this area as they start to look at our current program while also exploring what other schools are doing and what future ideas they would like to explore.

Foreign Language

- The teachers worked together this year 6-12 reviewing maps and sharing their work.
- They also looked at criteria for the labs at the high school.
- Lynn will lead this group in the information gathering stage next year. Information from a Critical Languages Symposium will be shared with the group as we look at future possibilities for our students.

Physical Education/Health



- The staff has worked with Liam Frawley this year, and they developed the District report and recommendations.
- Opting-out policy was reviewed, and recommendations came to the BOE
- TZHS electives continue to be reviewed and expanded.
- Fitness centers are now part of the PE program at TZHS and SOMS
- Fitness testing has been computerized and will be used to help track longitudinal growth of students
- Curriculum Maps will all be entered into Performance pathways
- Health curriculum maps will also be entered.
- Health curriculum needs at the elementary schools have been developed and a plan will be created to address the needs.

Gifted and Talented



- District wide programs continued this year
- Renzulli Learning Program was piloted at Cottage Lane and will be reviewed for future use
- New configurations were instituted for SOMS project-based class.
- Next year will be the information gathering year for this program.

ELL

- Our teachers have been involved in some new initiatives: SIOP training: regular ed teachers and ELL teachers
- Ipod project at SOMS and TZHS
- Curriculum writing: grammar across the grades
- New elective course next year at TZHS

Professional Development

- Updated PDC plan
- Held our second Building from Within Supt. Conference Day with workshops and a keynote speaker: Dr. Jim Delisle, expert on Gifted and Talented Education.
- Smartboard training continued at several levels through in-service, full days and Supt. Conference Day workshops. A new Smartboard application was developed and used by all buildings this year.
- In-service courses took place: Engaging Strategies to Enhance Instruction, Grant Writing, Smartboards and Web site design. We will continue this work and explore some on-line course development next year.
- Mentoring program has been expanded.
- Professional development survey developed
- Response to Intervention: We have done administrative training and we are developing our program. We will use Performance Pathways to track our Response to Intervention data. (Should really be called Response to Instruction) A collaborative team approach to enhance student learning through strategic teaching. BOCES will be developing professional development experiences to help with this initiative. The professional development will be crafted by representatives from each district.

Pride Survey

- Vickie Shaw, Sue Bolton, Ed, Sheila and I attended a County symposium: Pride 2008 Countywide Survey Results: Understanding Trends to Inform Interventions

The focus of the Pride Survey isn't to compare districts it is to look at trends, interventions, perceptions and preventative factors.

Examples of Data



	SOCSD					
	2005			2008		
	5	8	10	5	8	10
PREVALANCE OF USE						
Tobacco	0%	8.1%	20.6%	0	3.9%	12.3%
Alcohol	3.3%	14.4%	44.8%	8.5%	20.8%	39.9%
Marijuana	0%	5.9%	20.3%	0%	1.6%	15.0%
PERCEPTION OF RISK						
Tobacco	96.3%	87.4%	93.2%	84.4%	94.5%	94.5%
Alcohol	92.9%	73.0%	51.4%	80.2%	76.1%	79.1%
Marijuana	95.9%	84.6%	69.8%	82.5%	65.9%	39.6%
AVAILABILITY						
Tobacco	12.2%	53.6%	74.6%	5.9%	28.6%	70.4%
Alcohol	17.3%	57%	77.9%	12.4%	57.1%	82.1%
Marijuana	2.7%	20%	55.5%	4.0%	14.7%	63.1%

What have we learned...



- Rockland County has received National recognition for the reduction in the use of tobacco. Our data is well below the national norm. Use of inhalants are at the national norm.
- Students remark that tobacco isn't easy to obtain, inhalants are. Students who admit to risky behaviors state that parents aren't making them follow rules.
- Statistics indicate that for the most part schools are doing their job.
- More students say they are home alone an hour or more a day.
- The most resistant group to intervention are 10th graders. This is the time when students have greater mobility due to driver's licenses. They use text messages to alert peers to parties or gathering places.
- Students at all levels said they used alcohol, tobacco and drugs at home or at a friends home on weekends instead of on school grounds or during school hours.

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- An increase in the use of central nervous system drugs was noted. (purchased on line, using other's prescriptions. "Generation Rx)
 - Students continue to significantly overestimate the number of their peers who are drinking, smoking and using drugs. (incorrect information/peer pressure)
 - Very high satisfaction with the role of School Resource Officers.
 - Gender data: more older girls than boys admit abusing alcohol

How can we reduce risk?



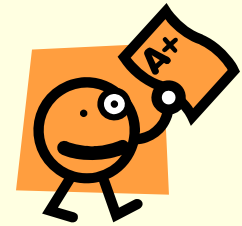
- Eliminate risk factors and increase protective factors
- What protective factors are most significant?
 - *strong bonding with family
 - *strong bonding with school/peers/community
 - *clear expectations set by parents
 - *resilient temperament
 - *prosocial orientation
 - *above average intelligence

What can schools do...



- Social norm programs
- Communicate with families
- Small group interventions
- School wide programs: Assemblies, DARE, Promote Strength: (Parent and Teen STEPS website); OLWEUS, Emotional Literacy, Smoking Cessation; SOCASA. CANDLE, Freshmen workshops, Drug Awareness Day at RCC, VASA program; Student Assistance Counselor (most schools have 1.0 at secondary level- we have .2)
- Share information with students, parents, community, teachers
- Continue to educate students in fighting drug, tobacco and alcohol abuse at all levels
- Try to get more parents to talk with their children, set clear boundaries and keep their homes alcohol free.

New York State Report Card



- All schools in the District continue to make Adequate Yearly Progress (AYP), and they are all in good standing.
- The comprehensive information report is still not available, but we don't anticipate any surprises. We have embargoed data from this year (January 2008 ELA) which we will not be able to release until June.
- District scoring of tests so we can get data sooner than the State provides.