

## Curriculum Committee Goals/Work Plan 2013-2016

*Mission: The Curriculum Committee will continue the focus of striving for excellence with 21<sup>st</sup> century skills for all students, teachers, support staff, and administrative staff by proactively addressing curriculum issues, ensuring curricula are in place which meet or exceed standards, and ensuring appropriate measures are in place to define performance versus goals while clearly defining objectives, responsibilities, and expectations for all.*

<b>Goal</b>	<b>Smart Goal</b>	<b>Work Plan Strategies</b>	<b>Evidence of Accomplishment</b>	<b>Parties Responsible</b>	<b>Timeline</b>	<b>Progress</b>
<b>1. All courses, regardless of level, provide students with rigorous and challenging learning experiences, which will prepare all students to be college and career ready.</b>	Inform the BOE on the preparedness of graduates and their success in completing college and/or attaining a career	Strategies a.-f.	Graduate satisfaction in college and career preparation, the college completion rate and the number of students who successfully attain a career will increase annually by 5% based on baseline data collected in 2013 (see 1.e).	Assistant Superintendent, HS Principals, School Counselors	Annually in Fall	
a. Update the master schedule for evaluating, updating, and revising curriculum already implemented.	The curriculum revision calendar will be reviewed and updated annually in May.	a. The Elementary and Secondary Five-Year Curriculum Revision cycle reviewed annually to include the planning/development and the implementation stages for all curricula.	Cycles completed for all curricular areas from 2013-2016.	Assistant Superintendent, Math and Literacy Coordinators	Annually in May	
b. All curricula will be revised to include the Common Core State Standards for English Language Arts, History/Social Studies, Science, Technology and Mathematics.	Annually in May, a progress report of the Common Core revised curricula will be presented as part of the curriculum calendar update.	b. Curriculum to be completed: 2013-2016 <ul style="list-style-type: none"> <li>▪ K-6 Reading and Writing</li> <li>▪ K-6 Mathematics</li> <li>▪ K-12 Science</li> <li>▪ K-12 Social Studies</li> <li>▪ K-12 Technology</li> <li>▪ Secondary Electives</li> </ul> Provide rigorous K-12 curricula that include project-based learning via the Common Core State Standards.	Curriculum Committee agendas	Assistant Superintendent, Math and Literacy Coordinators	Annually in May	
			BOE adoption of curricula			

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c. Provide financial literacy education to all Stratford students.	By Spring, 2016, all K-12 and mathematics course curricula will include assured experiences and financial literacy lessons.	c. Embed financial literacy into K-12 instruction: <ul style="list-style-type: none"> <li>▪ K-12 Math Curriculum</li> <li>▪ Family Consumer Science Unit - Grade 7</li> <li>▪ Financial Literacy Day K-12</li> <li>▪ Internships at Sikorsky Federal Credit Union</li> <li>▪ HS Personal Finance Course</li> </ul>	BOE adoption of new and revised curricula and expansion of personal finance education.	Assistant Superintendent, Math and Career Education Coordinators, Principals and teachers	Annual update in May	
d. Provide differentiated instruction and opportunities that are rigorous and challenging for the advanced learner.	By Spring, 2016, all curriculum units will include materials, problem-based learning and instructional techniques including technology applications to support differentiated instruction and assessment.	d. Continue annual identification and communication to parents and teachers of students who are advanced learners in addition to those students who qualify for ALP.	Annual identification and communication to parents and teachers.  Smarter Balance Assessment Results indicating more students at advanced levels.	Assistant Superintendent, Director of Pupil Services, Elementary Special Education Coordinator, Math and Literacy Coordinators	2013-2016	
		d. Provide professional development on how to differentiate learning for advanced learners and share best practices for teaching and learning amongst all staff.	Annual Professional Development Calendar, developed by the District Professional Development Committee, and a report on the number of teachers attending at workshops to learn how to differentiate.	Assistant Superintendent and the Professional Development Committee	2013-2016	
		d. Develop differentiated materials, problem-based learning and instructional techniques including technology applications (flipped classroom etc.) within all curricula to support	Differentiated activities, materials and technology applications used	Assistant Superintendent, Math and Literacy Coordinators,	2013-2016	

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e. Develop a method for tracking the Stratford Public School's college completion rate and college preparedness.	By Spring, 2016, a method for collecting and tracking college completion rate will be fully implemented.	the all students including the advanced learner.  e. Beginning with students who graduated in 2008, survey graduates annually to track the college completion rate and to provide feedback on how well the district prepares our graduates for post-secondary success.	throughout all curricula.  Tracking and survey system completed. Data to be tracked includes: 1. The number of students who have completed 2 or 4 years of college, 2. The number of students who are currently employed, after college and after high school. 3. The percent of total student population who graduated H.S. in June 2008.	Department Chairs, teachers  Assistant Superintendent, HS Principals, School counselors	Annual report	
f. Inform families and provide all students the scholastic opportunity to prepare them for college admissions.	In the Spring of each year, all students in 7-12 will participate annually in college scholastic preparedness.	f. Budget and provide for the PSAT and SAT tests to be given each year for all students and schedule "College Day" for testing at each high school.	An increased number of students who meet the qualifications for college admissions based on tracking graduate data.	Assistant Superintendent, HS Principals, School Counselors	Annually	

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	All students in grade 6-12 develop and maintain a student success plan as a means of preparing for college and career readiness.	f. Develop student success plans in grades 6 - 12. Include the active engagement of students' families in the process of creating and developing the plans.	An increased number of students who are college and career ready based on tracking graduate data.	Assistant Superintendent, HS Principals, School counselors	Annually	
<b>2. Prepare students to be career ready.</b>	A report will be presented in the Fall of each year that indicates a 5% growth in the number of high school graduates who have attained a career and who have completed college, participated in the career pathway programs and/or participated in vocational training partnerships with local businesses.	<ul style="list-style-type: none"> <li>Students will attend the career planning course and/or develop student success plans.</li> <li>The Stratford Public Schools will create opportunities for students to experience and explore opportunities beyond the classroom – internships, career shadowing, site-based learning, electronic career mentoring.</li> <li>Students will annually attend the Community Connections and Career Connection Fairs.</li> <li>The Stratford Public Schools will continue to develop and communicate the unique opportunities for career and college success through its pathways and vocational training programs.</li> </ul>	Annual report indicating 5% growth rate	Assistant Superintendent, HS Principals, Coordinator of Career and Vocational Education , Math/STEM Coordinator, School Counselors	Annually	
<b>3. Evaluate the Stratford Public School's graduation requirements to improve college and career readiness by increasing required course selections.</b>	Implement a plan by the Spring of 2014, to increase course selections annually to meet the requirements of PA-10-111 by 2020. Review the plan annually.	<ul style="list-style-type: none"> <li>Evaluate the current course requirements.</li> <li>Create a plan of action to increase required course selections over time.</li> <li>Include within the action plan courses considered priorities such as personal finance.</li> <li>Explore instituting the Capstone project for high school seniors.</li> </ul>	Increase the number of required courses to meet the needs of PA-10-111.	Assistant Superintendent. HS Principals, School Counselors, Math and Secondary Literacy Coordinators, Department Heads, teachers	2016 - with Annual progress reports	
<b>4. Close the achievement gap.</b>	By Spring, 2016, all cohorts will be no less than 10 points lower than the top performing	<ul style="list-style-type: none"> <li>Provide an annual report card based on district testing results to demonstrate the closing of the achievement gap between the Free and Reduced Lunch (FRL) cohort and the Full-Price cohort.</li> </ul>	Report card with SBAC results	Superintendent, Assistant Superintendent, Director of Pupil Services, All	Annual report	

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	cohort as measured by goal achievement on SBAC assessments.	<ul style="list-style-type: none"> <li>Calibrate administrators using instructional rounds.</li> <li>Provide coaching and professional development based on assessment results.</li> <li>Involve the CARE* Committee as advisors in how to help close the gap.</li> </ul>		Coordinators, Principals and other building-based administrators, teachers, CARE Committee		
<b>5. Targeted Parent Engagement to Reduce the Achievement Gap</b>	Create an action plan by Spring 2014 that charts a course for all partners to coordinate efforts in enabling families in poverty to be involved in the educational process of their children. Progress report presented annually.	<ul style="list-style-type: none"> <li>Create an action plan that involves the Stratford Public Schools, Stratford Community Services, the Stratford Clergy Association, the Stratford Public Library, the South End Community Center, and other community partners (i.e. The United Way of Coastal Fairfield County) to develop outreach to families of students who are in the Free and Reduced Lunch cohort and enable them to be involved in the education process of their children.</li> </ul>	Action plan created and implemented.	Superintendent, Assistant Superintendent, Community Partners	Annually	
<b>6. Parent Engagement</b>	Provide annually at least five presentations for both early literacy and Common Core at various locations throughout the Stratford community.	<ul style="list-style-type: none"> <li>Educate by providing multiple opportunities for families throughout the Stratford community to learn about how to read with their children.</li> <li>Educate by providing multiple opportunities for families and other stakeholders throughout the Stratford community to learn about the Common Core State Standards.</li> </ul>	Calendars provided annually for both early literacy and Common Core presentations.	Assistant Superintendent, Math and Literacy Coordinators, Early Childhood Coordinator, Parents' Place staff	Annually	
<b>7. Continue to educate the BOE and the Stratford community on the System for Educator Evaluation and Development (SEED) model for teacher evaluation.</b>	At least one curriculum meeting a year and at least one PTA Council meeting a year will include an update on teacher evaluation.	<ul style="list-style-type: none"> <li>Educate the BOE and parents on the implementation of the SEED model.</li> </ul>	Meeting agendas	Superintendent and Assistant Superintendent	Annually	

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<b>8. Provide environments for learning that focus on positive school climate and academic achievement.</b>	<p>The number of absences, tardiness, office referrals, in-school and out-of-school suspensions will decrease annually at each school.</p> <p>By Spring, 2016, the percent of student achieving goal will increase annually according to the School Performance targets.</p>	<ul style="list-style-type: none"> <li>▪ Refine all data and climate team practices to target effective interventions for students with academic and behavioral needs. <ul style="list-style-type: none"> <li>➤ Identify appropriate indicators. (universal screenings)</li> <li>➤ Identify students with academic and behavior needs based on defined decision rules.</li> <li>➤ Match interventions to identified students.</li> </ul> </li> <li>▪ Develop and begin implementation of a multi-tiered system of supports to systematically address social/emotional and behavioral needs of students. <ul style="list-style-type: none"> <li>➤ Complete school-based needs assessment</li> <li>➤ Develop a building-specific action plan</li> </ul> </li> </ul>	<p>School Climate data and SBAC** results</p> <p>Focus Monitoring, by SDE, *** is completed successfully.</p>	<p>Assistant Superintendent, Director of Pupil Services, Principals</p> <p>Assistant Superintendent, Director of Pupil Services, Principals</p>	<p>Annual report</p> <p>2016 - with annual progress reports</p>	
<b>9. Increase the quantity, quality and rigor of early learning experiences for all Stratford children.</b>	<p>A professional development calendar for preschool will be developed annually for both SPS preschools and outside providers.</p> <p>Annually in May, a report will be presented on the K-2 assessments results.</p>	<ul style="list-style-type: none"> <li>▪ Providing professional development for early learning partners: oral language development; background knowledge; vocabulary; and early foundational skills in reading.</li> <li>▪ Align curricula amongst grades Pre-K, K, 1 and 2.</li> <li>▪ Provide parent outreach and education on the importance of early learning with community partners.</li> <li>▪ Bridge the achievement gap between exiting preschoolers and incoming kindergarteners.</li> </ul>	<p>Data demonstrating an increased number of kindergarteners having knowledge of math and reading foundational skills.</p> <p>Improvement in K-2 assessment results.</p>	<p>Assistant Superintendent, Math and Elementary Coordinators</p>	<p>2016 - with annual progress reports</p>	

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\*Citizens Addressing Racial Equity

\*\* Smarter Balanced Assessment Consortium

\*\*\*State Department of Education

**Status Color Code:**

Progress below sufficient  
rate to meet goal

Progress at a sufficient rate to  
meet goal

Goal Achieved / Maintained