

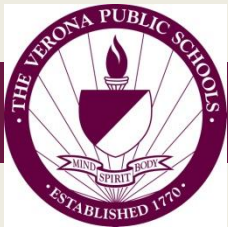
# VERONA PUBLIC SCHOOLS

---

## APRIL 2012 CURRICULUM UPDATE

Elizabeth Jewett  
Nicole Santora  
Sumit Bangia  
Gina Venezia

Director of Instructional Studies  
Supervisor of Math & Science  
Supervisor of Humanities  
Supervisor of Special Services

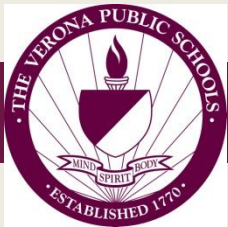


VERONA PUBLIC SCHOOLS

# Agenda

---

- Curriculum & Instruction Framework
- Curricular Goals
- Progress on Current Initiatives
- Plans for 2012-2013



## OUR MISSION:

To prepare students to be scholars and productive citizens through outstanding teaching, challenging curricula\* and engaging co-curricular programs in safe and modern facilities.

\*All students will achieve the New Jersey Core Curriculum Content Standards

### STRATEGY 1

We will align, modify, and develop an integrated K-12 curriculum with built-in assessments to support the achievement of our mission and strategic objectives.

- Result 1:** Train teachers to use a computer software program (Rubicon Atlas mapping software) that will allow them to document the taught curriculum within the classroom.
- Result 2:** Familiarize the content area faculty members with new district model for unit planning and curriculum writing, (Understanding by Design – UbD) as needed for curriculum development in the 5-year cycle.
- Result 3:** Conduct a curriculum audit of the Verona School District to determine the extent to which the district has developed and implemented a sound, valid, and operational system of curriculum management.

### STRATEGY 2

We will imbue in students, through curricular and co-curricular programs, traits of character, service, citizenship and social awareness.

- Result 1:** Clarify, emphasize, and enforce a uniform K-12 Code of Conduct.
- Result 2:** Institute service projects within each school that attract student participation.
- Result 3:** Formalize and expand character education programs that promote peer leadership and social awareness.
- Result 4:** Improve student conduct and peer relationships.
- Result 5:** Include citizenship grade on HS report card to reflect school standards.

## STRATEGIC GOALS:

1. All graduates will have mastered a challenging curriculum that prepares them for productive futures as problem solvers, independent thinkers and responsible citizens.
2. All students will demonstrate character, service, citizenship and social awareness through curricular and co-curricular programs.
3. All teachers will meet or exceed the highest level of professional teaching standards.
4. All district facilities will provide students and staff with state-of-the-art, safe learning and working environments.

### STRATEGY 3

We will partner with the community to expand curricular and co-curricular opportunities and parenting seminars/programs.

- Result 1:** Create a resource data bank for classroom teachers to augment lessons.
- Result 2:** Enhance the relationship between the school community and families in order to produce a sustained, collaborative effort of education.
- Result 3:** Embrace a philosophy of respectful and trusting relationships between staff and families.

### STRATEGY 4

We will provide staff members with the training and support necessary to achieve the mission and strategic objectives.

- Result 1:** Provide personnel support for professional development, curriculum development and grant writing.
- Result 2:** Create a formal program including policies and procedures for professional development.
- Result 3:** Establish a variety of professional development opportunities that support the strategic plan.

### STRATEGY 5

We will establish a framework for learning and standards for excellence in teaching.

- Result 1:** Increase the use of a variety of proven instructional strategies to advance the achievement of our diverse learners.
- Result 2:** Use an assortment of assessments.
- Result 3:** Build students' habits of minds.
- Result 4:** Increase collaboration with other education professionals to improve student learning.

### STRATEGY 6

We will provide students and staff with necessary technology to achieve excellence.

- Result 1:** Ensure working, reliable computers in each of our classrooms, labs, and offices.
- Result 2:** Improve the technology infrastructure.
- Result 3:** Continue a professional development program that will provide staff with the skills needed to use and integrate technology in every classroom.
- Result 4:** Purchase new equipment to provide for building computer labs and classrooms.
- Result 5:** Provide adequate technology staffing to ensure working reliable computers in each of our classrooms, labs and offices.

### STRATEGY 7

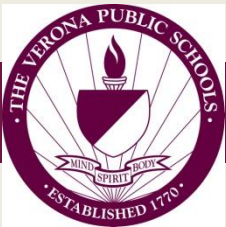
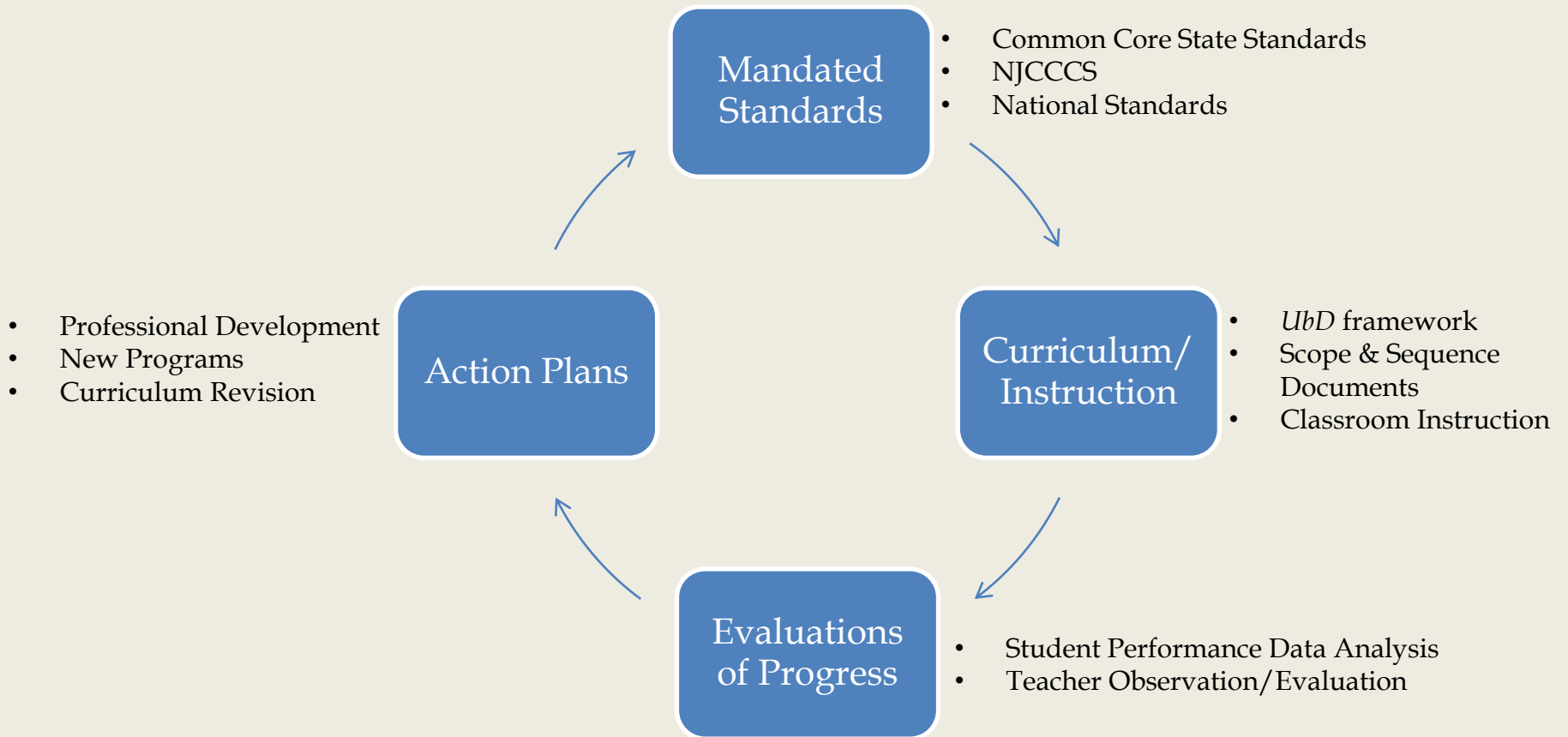
We will create safe and inviting learning environments.

- Result 1:** Refurbish the existing structures at all school facilities not addressed during the construction and renovation projects, per LAN Associates Needs Assessment of 2004.
- Result 2:** Create safe and secure school facilities following local, state, and federal recommendations.
- Result 3:** Establish a checklist for safety and quality of life standards to be maintained at each school facility.
- Result 4:** Maximize parental cooperation in the following safety areas: (a) vehicular traffic at school drop-off and pickups and (b) food and snacks brought to and sold in schools.
- Result 5:** Provide a positive, inviting atmosphere in each building through welcoming facilities and courteous personnel.



# VERONA PUBLIC SCHOOLS

# Curriculum Framework



## Superintendent & Director of Instructional Studies

- *Implementation Plan, Professional Development, Data Analysis*

### Building Principals & District Supervisors

- *Development, Execution, Evaluation, Data Analysis*

### Teachers across subjects/ grade levels

#### Scope & Sequence Curriculum Documents

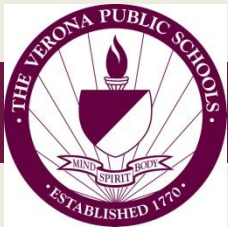
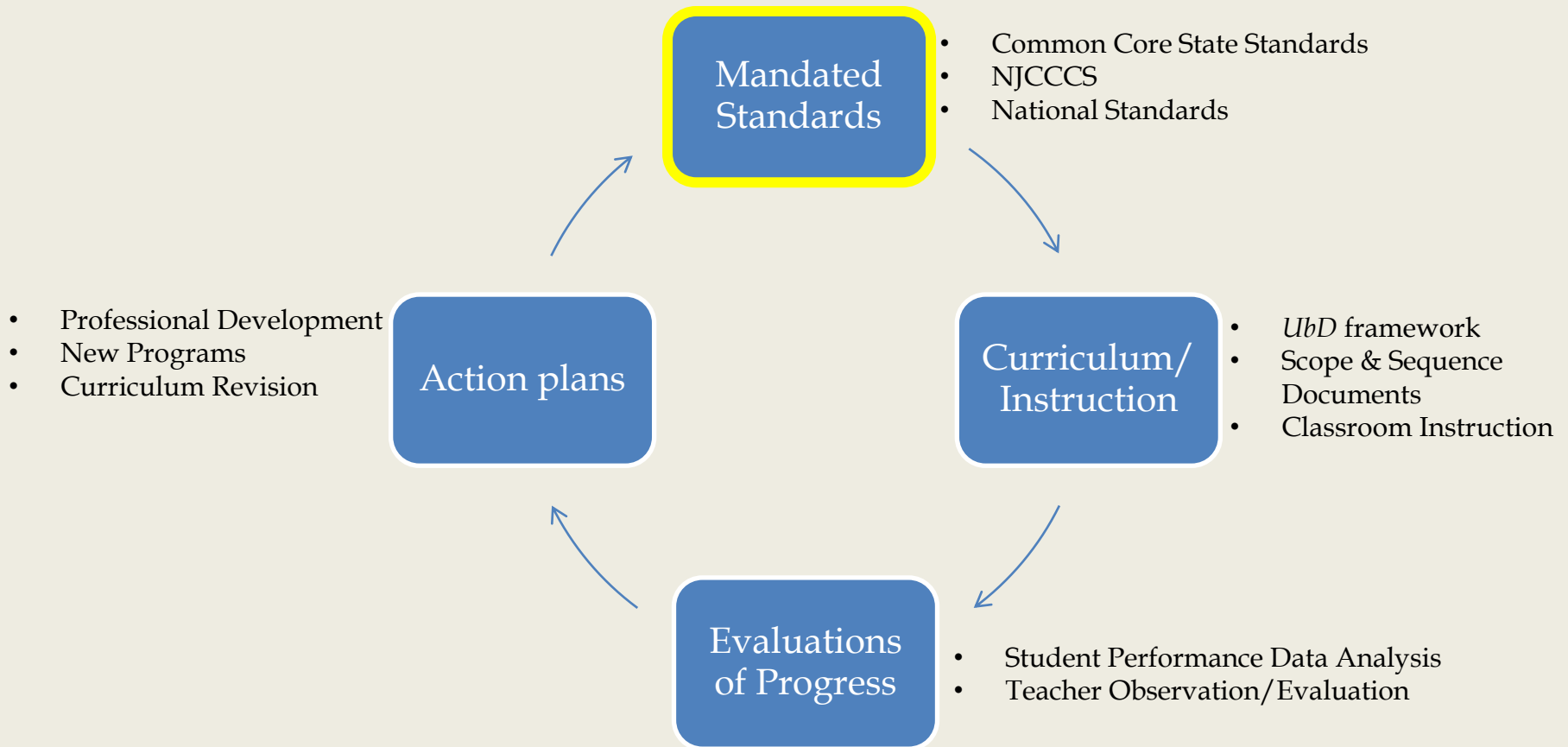
- Course goals/ state & national standards
- Public documents (via online database)
- Approved by BOE

Professional development  
Grade level/ dept meetings  
Release time

#### UbD Instructional Unit Plans

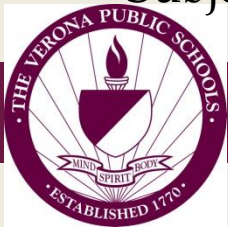
- Course goals/ state & national standards
- Assessments
- Learning Plan/ Activities
- Internal documents

# Curriculum Framework



# Mandated Standards: Common Core State Standards

- A state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers - the standards were developed in collaboration with teachers, school administrators for English/Language Arts and Mathematics
- Are aligned with college and work expectations
- Have been adopted by 45 states and the District of Columbia
- NJDOE has established a timeline for implementation Sept 2011-Sept 2013
- While CCSS are for Math and English/Language Arts, there are also Literacy standards for History/Social Studies, Science, and Technical Subjects

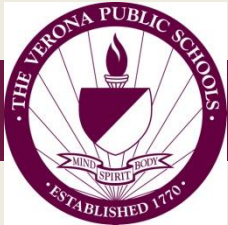


# CCSS – Mathematics Changes

In comparison to the 2008 NJCCCS, the NJDOE has made the following codes:

- + = New requirement, previously at a higher grade level
- = New requirement, previously at a lower grade level
- N = New content, not previously required

Grade Code	1	2	3	4	5	6	7	8
N	1	5	0	2	2	1	2	0
+	1	4	5	5	11	14	10	4
-	0	0	1	0	1	0	1	2

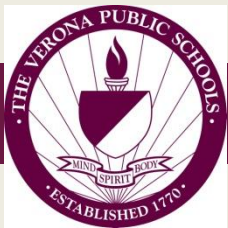




# CCSS - English/Language Arts (ELA) Changes

- **READING** - Increased emphasis on informational texts (nonfiction) vs. narrative texts (fiction)

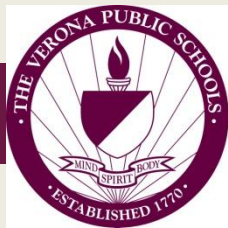
Grade Level	Narrative	Informational
K-4	50%	50%
5-8	45%	55%
9-12	30%	70%



# CCSS - English/Language Arts (ELA) Changes

- READING - Higher text complexity in all content areas

Grade Band	Old Lexile Ranges	Lexile Ranges Aligned to Common Core Expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	<b>955-1155</b>
9-10	<b>960-1115</b>	1080-1305
11-12	1070-1220	1215-1355

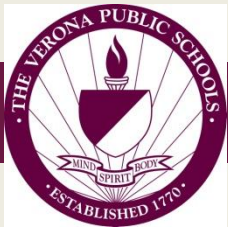


# CCSS - English/Language Arts (ELA) Changes

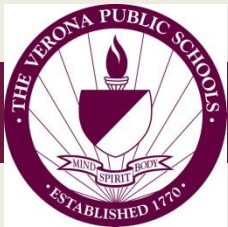
---

- **WRITING** - Focus on nonfiction (informational/persuasive) writing starting in kindergarten
- **ARGUMENT** (based on research) rather than **PERSUASION** starting in grade 4

What does this look like?

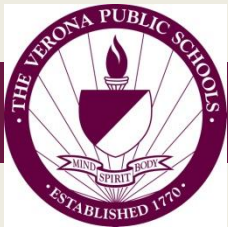
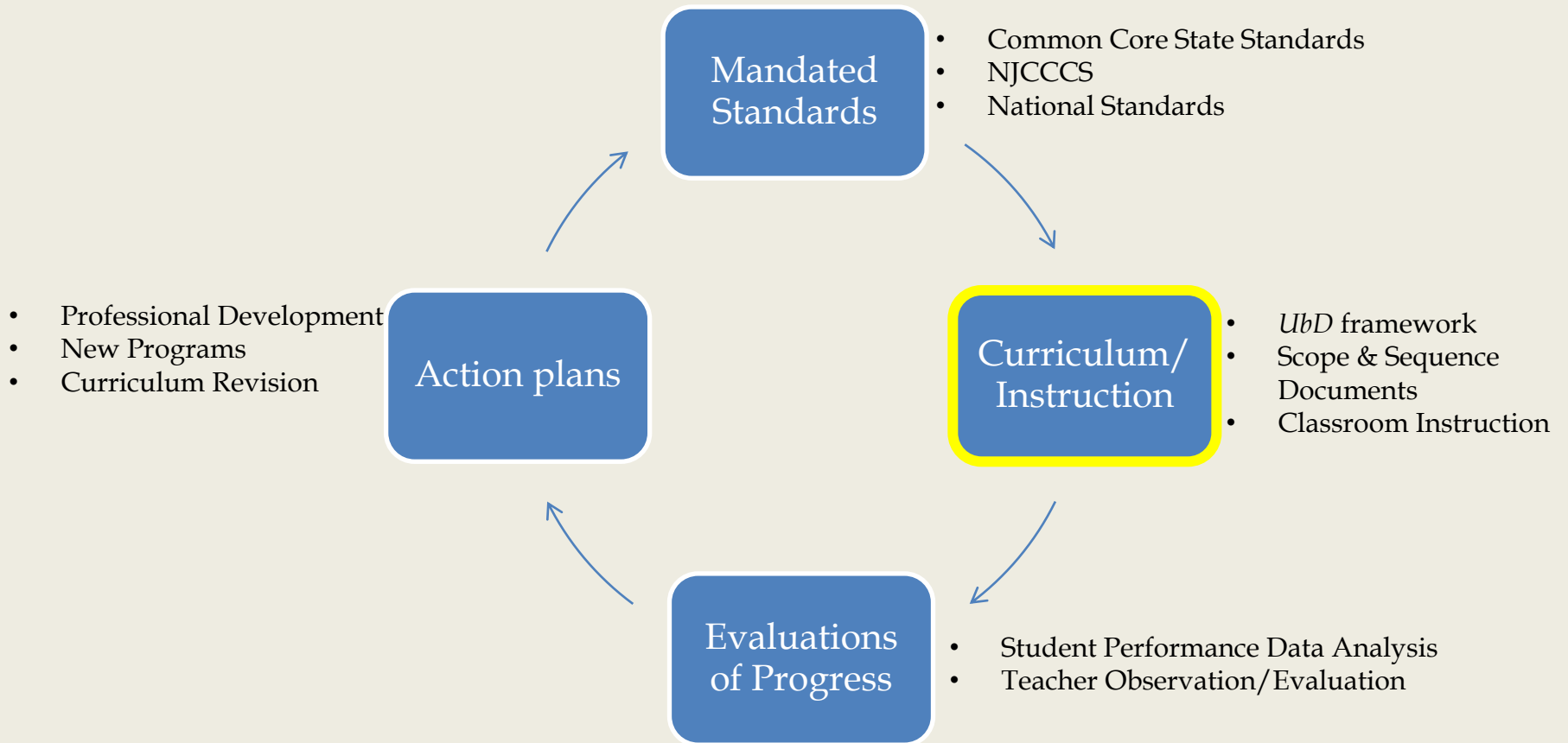


VERONA PUBLIC SCHOOLS



VERONA PUBLIC SCHOOLS

# Curriculum Framework

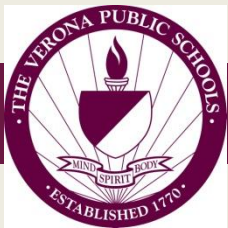


# *Understanding by Design* Framework

---

UbD is a 3 stage, “backward planning” curriculum design process - design backward from goals

- District is currently in Year 4 of UbD initiative
- Emphasis on student understanding and TRANSFER – i.e. application of learning to a new context



# UbD

## Online Curriculum Database


The screenshot shows the Verona Public Schools website. At the top, there is a navigation bar with links for Home, About Our Schools, Academics, Anti-Bullying, Board Minutes, Central Administration, and Community. Below this is a "Friday Folder" section. The main header features the school's logo, the name "VERONA PUBLIC SCHOOLS", and the tagline "Dedicated to Developing Healthy Habits of Mind, Body and Heart". To the right of the header are icons for Calendar, Staff Directory, Grades, and Athletics. The main content area is titled "Curriculum Documents" and includes a sidebar with a list of subjects: Overview, Verona Preschool Program, English / Language Arts, Mathematics, PE & Health, Science, and Social Studies. The main text area contains a breadcrumb trail: Home > Academics > Curriculum Documents. The text explains that the school is publishing curriculum documents for public view, using the Understanding by Design model. It also provides information on how to access completed documents and what the absence of a subject does not imply.



District Select a School... Translate this page from...

Sign-In /

Home About Our Schools Academics Anti-Bullying Board Minutes Central Administration Community

Friday Folder

 VERONA PUBLIC SCHOOLS  
*Dedicated to Developing Healthy Habits of Mind, Body and Heart*

 Calendar  
 Staff Directory  
 Grades  
 Athletics

Curriculum Documents

- Overview
- Verona Preschool Program
- English / Language Arts
- Mathematics
- PE & Health
- Science
- Social Studies

[Home](#) > [Academics](#) > [Curriculum Documents](#)

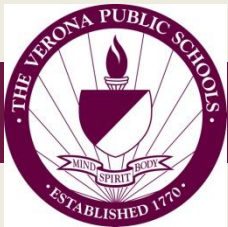
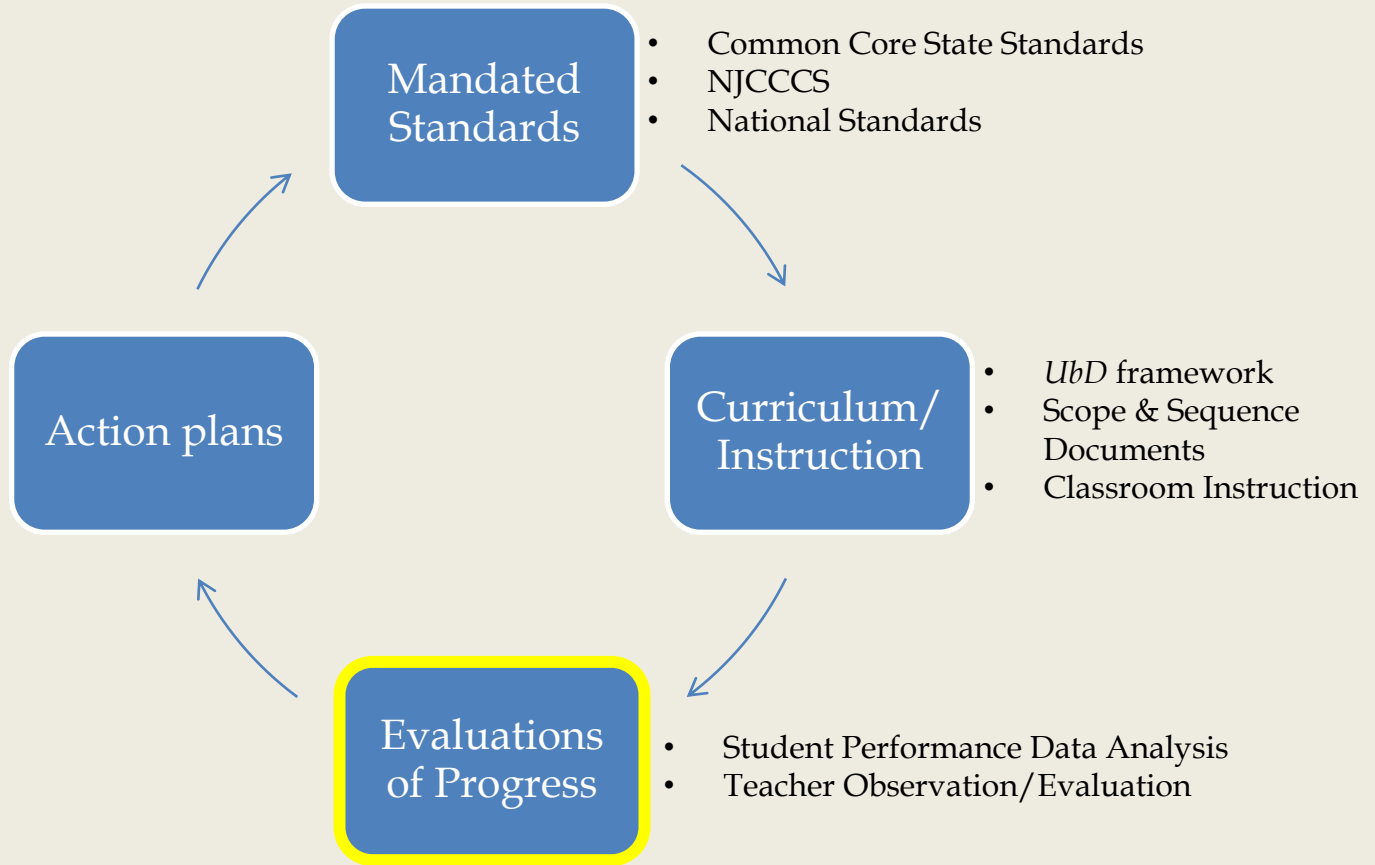
In an effort to provide timely and relevant information about our instructional program at all levels, we have made a commitment to publishing our curriculum when it has reached the implementation stage. Over the course of the next few months, we will be uploading finished curriculum documents for public view. These documents will be in the form of maps that detail the major course goals and understandings. These documents have been created using the [Understanding by Design](#) model for curriculum development.

Links to completed curricular documents may be accessed via the links on the menu on the left hand side of the page. Please keep in mind that the creation of these documents will occur over the course of the next few years. If you do not see a particular subject listed as a finished document, it does not imply that there is no curriculum for that subject, only that it has not undergone recent revision and redesign through the [Understanding by Design](#) process. For more information regarding our current curricular initiatives and our time line for curriculum development, please visit the [Teaching and Learning](#) section of our web site.



VERONA PUBLIC SCHOOLS

# Curriculum Framework



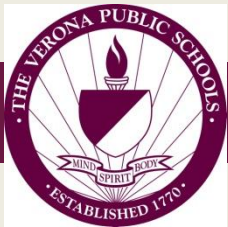


# Student Performance Data Analysis

---

All assessment measures should generally be consistent...

- ✓ Report cards
- ✓ State/standardized tests
  - ASK
  - HSPA
  - AP
  - SAT
- In-house assessments
  - Verona specific
  - Common across grade levels/subjects
  - Tests, projects, performance assessments, presentations, etc.



**DISTRICT GOAL: Expand use of data to drive instructional and curricular decisions, K-12**

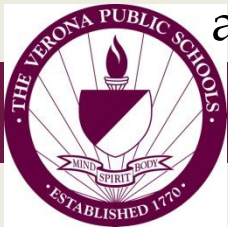
		Context					
		Student	Class/Teacher	School	District	DFG	State
Measurement Tool	<p>Report Cards <i>Purpose: To ensure consistent expectations across and between grade levels and assure accurate reflection of student progress</i></p>	<p>Beginning to compare student report card grades to standardized test scores to validate grades and identify evidence of grade inflation</p>	<p>Requiring a wider array of in-class assessments to provide a more comprehensive/accurate picture of student performance</p>	<p>Redesigned K-4 report cards to more accurately reflect student achievement Developing school-wide grading guidelines to ensure consistent expectations</p>	<p>Still need to work on more consistent grading guidelines and expectations on a K-12 scope</p>		
	<p>In-house Assessments <i>Purpose: To develop additional tools besides state tests to evaluate student progress and instructional/program needs</i></p>	<p>Work in progress – still working on developing assessments that can be used in addition to NJASK, HSPA, etc. to gauge student learning. Currently have end of 4<sup>th</sup> grade math assessment as well as benchmarks at middle and high school which are utilized for student placement.</p>	<p>Utilizing results of benchmark assessments, end of 4<sup>th</sup> grade math assessment to determine areas of instructional focus for teachers as well as individual PD needs</p>	<p>Utilized results of end of 4<sup>th</sup> grade math assessment to determine areas in need of improvement for individual elementary schools</p>	<p>Utilizing benchmark assessments to determine gaps in instruction between grade levels and schools (e.g. align all Algebra I curriculum, grade 7-grade 9)</p>		

**DISTRICT GOAL: Expand use of data to drive instructional and curricular decisions, K-12**

		Context					
		Student	Class/Teacher	School	District	DFG	State
Measurement Tool	<p>State Standardized Tests <i>Purpose: Gauge our progress as compared to DFG and Comp Group</i></p>	<p>Currently utilize for placement in courses, identification for VIP, and Basic Skills</p>	<p>4<sup>th</sup>, 5<sup>th</sup>, 8<sup>th</sup>, Algebra II teachers have participated in data analysis sessions to determine trends, strengths, areas in need of improvement by looking at student-to-student data over consecutive years</p>	<p>For the first time, NJASK data was broken down by school to determine trends within each school – illustrated that some schools are performing at or above DFG while others are below state in the same areas</p>	<p>Utilize data to determine district trends in performance in various areas. Have shown growth in writing across the district since inception of Writing Workshop. Math scores have not consistently increased – current focus on implementation of enVision math program.</p>	<p>The DFG comparison is crucial as we strive to enhance instruction in Verona – we have continued to make strides in approaching the DFG average over the past couple of years, specifically in Language Arts.</p>	<p>Several areas in which we are below the state average have been identified as areas of high concern and high focus this year.</p>
	<p>Evidence of Common Core/NJCCCS in Curriculum/ Instruction <i>Purpose: Must ensure alignment of our programs to NJCCCS and Common Core as per the timeline mandated by NJDOE</i></p>		<p>Currently working to align UbD instructional units with new Common Core Standards for Math and LAL</p>	<p>For the 2011-2012 school year, teachers are being required to submit collaborative unit plans with the teachers who teach the same grade level/course</p>	<p>Scope and sequence development underway – priority courses are those that are new or must be aligned to new Common Core Standards</p>		

# Teacher Observation/Evaluation

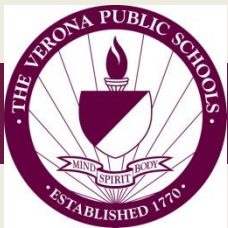
- Current Model Utilized in Verona
  - Clinical observation model – pre-conference, observation, post-conference
  - Narrative observation tool based on Charlotte Danielson’s 4 domains: Planning & Preparation, Classroom Environment, Instruction, Professional Responsibilities
- NJDOE Requirements for New Model
  - To be fully implemented September 2013
  - Must be research-based with a rubric that includes at least four differentiated levels of performance
  - 50% of final evaluation will be based on professional practice and 50% will be based on student outcomes



# Teacher Observation/Evaluation

---

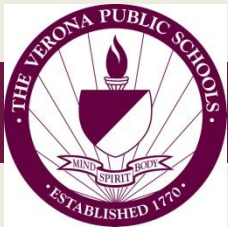
- Implementation Plan for New Teacher Evaluation System
  - Will be forming a committee of district personnel to select one of four NJDOE approved models
  - All staff must be trained in model by June 2013
  - Software/training costs approximately \$50,000 – looking to reduce cost by forming consortium with Glen Ridge and Caldwell-West Caldwell



# Status of Current Initiatives

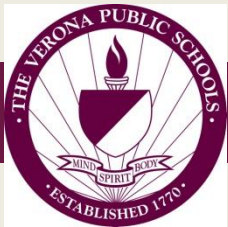
---

- What have we accomplished in Verona so far?
- What are our next steps?



# 2010-2011 Areas of Focus

AREA OF FOCUS	ACTION ITEMS	COMPLETE
Writing, K-4	<ul style="list-style-type: none"> <li>• Implemented Writing Workshop, K-4</li> </ul>	√
Math, K-2	<ul style="list-style-type: none"> <li>• Developed scope &amp; sequence documents aligned to new Common Core Standards</li> </ul>	√
Algebra I	<ul style="list-style-type: none"> <li>• Aligned all Algebra I curriculum, grades 7-9 - new scope &amp; sequence document approved by BOE in September</li> </ul>	√
Algebra II	<ul style="list-style-type: none"> <li>• Teachers and supervisor worked collaboratively to align curriculum to standards and identify gaps in prior learning in order to more effectively prepare students for HSPA</li> </ul>	√
Common Assessments	<ul style="list-style-type: none"> <li>• End of 4<sup>th</sup> grade math assessment administered in Spring 2011</li> <li>• Departments continue to collaboratively develop benchmark assessments to gauge student progress and evaluate program needs</li> </ul>	√
Common Grading Practices	<ul style="list-style-type: none"> <li>• Committee formed to develop new K-4 report card more closely aligned to standards and current academic initiatives - to be implemented 2011-2012</li> <li>• Common grading guidelines developed at HBW and VHS to ensure consistency in expectations and increased rigor</li> </ul>	√



# 2011-2012 Areas of Focus

AREA OF FOCUS	ACTION ITEMS	COMPLETE
Reading, K-4	<ul style="list-style-type: none"> <li>•Spring 2012 - will begin to look at Reading Workshop resources for possible implementation in selected grade levels next year</li> </ul>	<b>On target</b>
Writing, 5-6	<ul style="list-style-type: none"> <li>•Implement Writing Workshop</li> </ul>	√
Math, K-6	<ul style="list-style-type: none"> <li>•Monitor and evaluate enVision implementation in grades K-4 to identify inconsistencies – Dr. Santora visiting every K-4 classroom as well as meeting individual teachers to discuss data</li> <li>•Implement enVision math in grades 5-6</li> </ul>	√
Common Core Standards Alignment & Implementation Math: 3-5, 9-12 LAL: K-12	<ul style="list-style-type: none"> <li>•Development of scope &amp; sequence documents that are aligned with Common Core Standards</li> </ul>	√ <b>Approved 61 redesigned curriculum documents since September 2012</b>
In-house Assessments	<ul style="list-style-type: none"> <li>•Continue development of common/benchmark assessments</li> <li>•Supervisors and administrators are beginning to more closely examine assessments at all grade levels in addition to UbD units</li> </ul>	<b>On target</b>





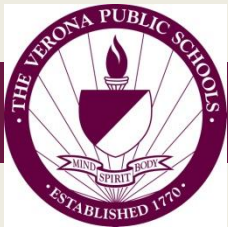
# Reading, K-4

---

Reading Workshop to be implemented in grades 3-4,  
2012-2013 school year

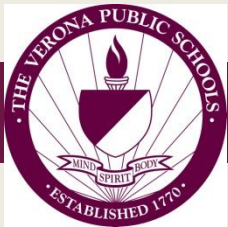
Prior to September 2012:

- Classroom libraries must be leveled
- Reading workshop consultant to provide initial PD to staff in Spring 2012
- Purchase professional resources and leveled books to support program



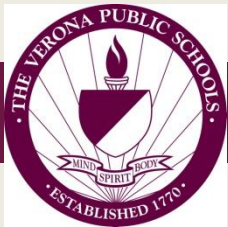
# Writing, 5-6

- Writing Workshop implemented in grades 5 & 6 during the 2011-2012 school year
- All 5<sup>th</sup> & 6<sup>th</sup> grade general and special education language arts teachers participated in training from Writing Workshop consultant
- Development of 5<sup>th</sup> & 6<sup>th</sup> grade Writing Scope & Sequence documents aligned to CCSS (e.g. historical narrative)



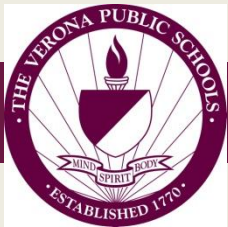
# Math, K-6

- Alignment of K-6 math program – all grades, K-6, utilize enVision Math program
- Dr. Santora continues to monitor implementation
- Dr. Santora conducted individual meetings with teachers based on NJASK score analysis to identify curricular/instructional gaps and develop action plans to address them
- All K-6 math scope & sequence documents were finalized and board approved



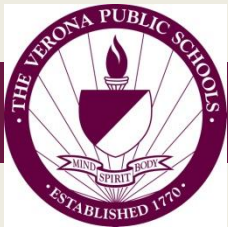
# Common Core Standards Alignments

- Development and board approval of scope & sequence documents aligned to CCSS for the following courses:
  - Math, K-2, 3-5
  - Algebra I
  - Geometry
  - Algebra II
  - PreCalculus
  - College Algebra
  - English, grades 7-12
  - Writing & Reading, K-6 - in process
- Social Studies scope & sequence documents developed for grades 7-12 aligned to CCSS for Literacy in History/Social Studies
- Science K-12 - completed and aligned to NJCCCS



# In-House Assessments

- DBQ (Document Based Question) Assessment developed and implemented in Social Studies, grade 7 during 2011-2012 school year – aligned to NJASK Writing holistic scoring rubric
- Grades 7 & 8 English teachers developed common writing rubric based on NJASK Writing holistic scoring rubric
- Common midterms/final exams administered at VHS in all core subjects
- Common assessments utilized in all math courses, grades 5-8
- Each grade, K-4, participated in a grade level meeting facilitated by Mr. Albano that focused on the effective integration of math word problems in daily math instruction throughout the year to improve achievement on NJASK

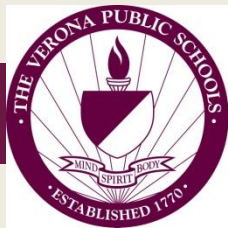


### Document Based Question (DBQ) Rubric

	<b>Inadequate Command</b>	<b>Limited Command</b>	<b>Partial Command</b>	<b>Adequate Command</b>	<b>Strong Command</b>	<b>Superior Command</b>
<b>Score:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b><u>Content (2X)</u></b>	<ul style="list-style-type: none"> <li>May lack opening and/ or closing</li> <li>Attempts to take a position (addresses topic), but position is very unclear OR takes a position, but provides minimal or no support; may only paraphrase the prompt.</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/ or closing</li> <li>Takes a position but essay is underdeveloped.</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/ or closing</li> <li>Takes a position and provides uneven support; may lack development in parts or be repetitive OR essay is no more than a well-written beginning.</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and/ or closing</li> <li>Takes a clear position and supports it with some relevant reasons and/ or examples; there is some development of the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> <li>Takes a clear position and supports it with relevant reasons and/ or examples through much of the essay</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> <li>Takes a clear position and supports it consistently with well-chosen reasons and/ or examples; may use persuasive strategy to convey an argument.</li> </ul>
<b><u>Organization</u></b>	<ul style="list-style-type: none"> <li>No planning evident; disorganized</li> <li>Details random, inappropriate, or barely apparent</li> </ul>	<ul style="list-style-type: none"> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> <li>Details lack elaboration, i. e., highlight paper</li> </ul>	<ul style="list-style-type: none"> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> <li>Repetitious details</li> <li>Several unelaborated details</li> </ul>	<ul style="list-style-type: none"> <li>Ideas loosely connected</li> <li>Transitions evident</li> <li>Uneven development of details</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> <li>Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Fluent, cohesive</li> <li>Compositional risks successful</li> <li>Details effective, vivid, explicit, and/ or pertinent</li> </ul>
<b><u>Document Usage</u></b>	<ul style="list-style-type: none"> <li>Documents are not properly cited</li> <li>Documents are summarized</li> <li>Limited use of documents</li> </ul>	<ul style="list-style-type: none"> <li>Documents not properly cited</li> <li>Some documents support what student knows</li> <li>Limited use of documents</li> </ul>	<ul style="list-style-type: none"> <li>Properly cited documents</li> <li>Documents somewhat support what student knows</li> <li>Insufficient number of documents included</li> </ul>	<ul style="list-style-type: none"> <li>Properly cited documents</li> <li>Documents support what student knows</li> <li>Document somewhat connect to the thesis</li> <li>Insufficient number of documents included</li> </ul>	<ul style="list-style-type: none"> <li>Properly cited documents</li> <li>Documents support what student knows</li> <li>Documents connect to the thesis</li> </ul>	<ul style="list-style-type: none"> <li>Properly cited documents</li> <li>Documents support what student knows</li> <li>Documents connect to the thesis</li> <li>Student incorporates an appropriate number of documents</li> </ul>
<b><u>Usage</u></b>	<ul style="list-style-type: none"> <li>No apparent control</li> <li>Severe/ numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors/ patterns of errors may be evident</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b><u>Sentence Construction</u></b>	<ul style="list-style-type: none"> <li>Assortment of incomplete and/ or incorrect sentences</li> </ul>	<ul style="list-style-type: none"> <li>Excessive monotony/ same structure</li> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Little variety in syntax</li> <li>Some errors</li> </ul>	<ul style="list-style-type: none"> <li>Some variety</li> <li>Generally correct</li> </ul>	<ul style="list-style-type: none"> <li>Variety in syntax appropriate and effective</li> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Precision and/ or sophistication</li> <li>Very few, if any, errors</li> </ul>
<b><u>Mechanics</u></b>	<ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of errors evident</li> </ul>	<ul style="list-style-type: none"> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>

# 2012-2013 Areas of Focus

AREA OF FOCUS	ACTION ITEMS
Reading, 3-4	<ul style="list-style-type: none"> <li>• Implementation of Reading Workshop, grades 3-4</li> <li>• Re-evaluation of DRA training and implementation (currently administered 2X/year in grades K-4)</li> </ul>
Writing, K-6	<ul style="list-style-type: none"> <li>• Incorporate informational/nonfiction writing to align with CCSS</li> </ul>
Math, 7-8	<ul style="list-style-type: none"> <li>• Alignment to CCSS (effective September 2014)</li> <li>• Phase out Algebra I in grade 7</li> </ul>
Science, K-12	<ul style="list-style-type: none"> <li>• Examine National Science Standards and begin process of curricular alignment</li> </ul>
In-House Assessments	<ul style="list-style-type: none"> <li>• Implement DBQ - social studies, grades 8-12</li> <li>• Expand utilization of common assessments at VHS in all core subjects</li> </ul>
Teacher Evaluation	<ul style="list-style-type: none"> <li>• Form District Advisory Committee to select model (in partnership with Caldwell-WC and Glen Ridge)</li> <li>• Purchase software and training</li> <li>• All staff (administrators AND teachers) to be trained by July 2013)</li> </ul>
Expand Course Selection Options for VHS Students	<ul style="list-style-type: none"> <li>• Implementation of redesigned semester electives in 21<sup>st</sup> Century Life &amp; Careers/Technology</li> <li>• Dual enrollment opportunities</li> </ul>



# Special Education Curriculum Implementation

- District curriculum is written for ALL students in the Verona Public Schools (i.e. special education and general education students follow the same curriculum documents)
- IEP modifications and accommodations, are individualized to assist students in meeting curricular goals
- Mrs. Venezia assists teachers in implementation of modifications and accommodations to assure students are meeting individualized goals





# Special Education

## 2011-2012 Action Items

---

- Transition/Job Sampling Scope & Sequence documents are being finalized
- VPP (regular and special education) Scope & Sequence document complete
- Writing Workshop
  - Push-in component for special ed
  - Supported in resource center
- Data analysis focus
- Collaboration with regular education teachers on Scope & Sequence development

