

CURRICULUM & ASSESSMENT

Continue to implement a rigorous, integrated curriculum with authentic experiences and assessments.

SPECIFIC RESULT #1: Develop student self-assessments that encourage students to be active participants in their learning and provide teachers with feedback to guide future instruction.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Date Completed:
1.	Engage teachers in professional dialogue (department meetings, grade-level meetings, etc.) regarding the importance of having students self-assess in their classes as well as their past practices with self-assessments.				
2.	Teachers will garner feedback from students regarding the idea of self-assessments and students' experiences and needs.				
3.	Research the different types of scales and rubrics for student self-assessment.				
4.	Choose a type of scale that reflects the teachers' and students' needs.				
5.	Develop guidelines and expectations for creating student self-assessment rubrics.				
6.	Create the scale/rubric based on the guidelines.				
7.	Throughout the school year, staff and students will be provided with opportunities to discuss their experiences with the student self-assessments.				
8.	At the end of the first year, analyze the feedback from the use of the self-assessments and make modifications on the scales/rubrics.				
9.	The student self-assessment scales/rubrics will be housed in a central digital platform.				

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SPECIFIC RESULT #2: Re-evaluate current curriculum and resources to ensure they are aligned to the standards and are meeting the needs of all students.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Date Completed:
1.	Redesign Curriculum Council to include representatives of each grade level, K-5, and department, 6-8 and 9-12, to discuss curriculum and relay updated information to teachers in that grade level or subject matter at grade level/department meetings.				
2.	Create a cycle to replenish/replace resources in all subjects and vet through Curriculum Council.				
3.	Compile analysis of student performance data each year to identify areas of focus for instructional/curricular adjustments and additional resources needed to support all students (emphasis struggling and high achieving).				
4.	Continue to refine curriculum and instruction in College Preparatory courses to increase rigor and expectations.				
5.	Utilize department/grade level meetings to review/revise curricula on an ongoing basis to ensure alignment to updated standards and ensure a coherent progression of expectations for student performance.				

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SPECIFIC RESULT #3: Integrate STEM-based educational opportunities, K-12.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Date Completed:
1.	<p>Integrate STEM-based Engineering by Design (EbD) program, grades 1-4,</p> <ul style="list-style-type: none"> A. Provide EbD training for the Gifted and Talented (G&T) Teacher for initial implementation in Grades 3-4. B. Order supplies for EbD program. C. Develop guidelines and expectations for both the G&T teacher and general classroom teacher with regard to the role of classroom teacher during the push-in EbD lessons. D. Create schedule for G&T teacher to implement in Grades 3-4. E. At the conclusion of the second marking period, use a needs assessment to evaluate the successes and areas in need of improvement for the program. F. Modify program based on feedback from the needs assessment. G. Implement in grades 1-2 the following year, utilizing the same procedure outlined above. H. Evaluate the need to possibly redesign Enrichment Clusters to incorporate more humanities related topics. 				
2.	<p>Introduce more STEM-related elective/cycle courses at HBW and VHS.</p> <ul style="list-style-type: none"> A. Identify schools in the area that currently offer STEM-based classes (e.g. Robotics, Engineering). B. Set-up schedule to visit schools and meet with key personnel to discuss budgetary impact, scheduling of courses, etc. C. Develop a proposal for introducing one or two STEM-based courses at VHS and HBW the following year. 				

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SPECIFIC RESULT #4: Integrate literacy in all subjects to produce strong analytical thinkers that can decipher content-based text.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Date Completed:
1.	Develop a prioritized timeline for the selection and purchase of materials and accompanying professional development for science and social studies programs at the K-8 level that integrate literacy into the content area.				
2.	Using the Common Core Literacy Standards, determine which literacy skills need to be incorporated into the other subjects in grades K-12 (e.g. writing, communication, research).				
3.	Train teachers on how to implement literacy into other subject areas.				
4.	Create guidelines by grade-level/subject matter for incorporating those skills (e.g. 1-2 assignments per marking period).				
5.	Create rubrics that align to the standards that assess students' literacy in the subject matter.				
6.	Throughout the school year, provide staff with opportunities to discuss their experiences.				
7.	At the end of the first year, analyze feedback from the staff and students and make modifications.				

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SPECIFIC RESULT #5: Update course offerings at the middle and high school levels to ensure that the Verona School District meets the needs of students within the 21st century.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Date Completed:
1.	Survey student bodies (VHS and HBW) to determine interest in current electives.				
2.	Collect anecdotal evidence from teachers and students regarding the success of half-year electives at VHS and cycle courses at HBW.				
3.	Collect data with regard to enrollment numbers for current electives at VHS and HBW.				
4.	Contact 2 and 4-year colleges for information regarding relevant college prep electives.				
5.	Research the course offerings of our comparative districts.				
6.	Survey former students to determine areas of preparation needed for higher education.				
7.	Analyze compiled research to make decisions regarding removal of current electives as well as proposals for new electives.				
8.	Survey student body, grades 5-12, with elective possibilities.				
9.	Research the possibility of on-line courses.				
10.	Determine staffing needs or possible reorganization of departments to determine feasibility of adding electives.				
11.	Research alternative credit options for elective courses (e.g. Honors credit).				
12.	Create curriculum for new courses and purchase necessary materials.				
13.	Launch elective courses.				

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SPECIFIC RESULT #6: Continue to expand upon the *Understanding by Design (UbD)* curriculum framework with emphasis on assessments (formative and summative) and transfer.

#	Action Step	Assigned to:	Starting Date:	Due Date:	Date Completed:
1.	Develop guidelines and expectations for assessments and transfer with connection to the UbD framework.				
2.	Convene a meeting with a cross section of identified teacher leaders from the various departments/grade levels to review guidelines and expectations – possibly utilize Curriculum Council.				
3.	Make modifications (if necessary) to the guidelines and expectations for assessments and transfer tasks.				
4.	Meet with teacher leaders and request exemplary work they have created that meets the agreed upon guidelines and expectations.				
5.	Provide staff with overview of guidelines and expectations at departmental and/or grade level meeting(s)-including exemplary work.				
6.	Provide staff with opportunities throughout the school year to collaborate on the creation of assessments via meetings (e.g., departmental, grade, faculty) or online initiatives (e.g., Googledocs/Dropbox).				
7.	Provide ongoing feedback to staff throughout the school year.				
8.	Develop a central digital platform that houses all the assessments and is accessible by staff members only.				

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SPECIFIC RESULT #7: Develop common assessments that ensure consistent and rigorous curriculum and provide meaningful feedback to students and teachers.

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#	Action Step	Assigned to:	Starting Date:	Due Date:	Date Completed:
1.	Research the implementation of common assessments in comparative districts.				
2.	Develop a schedule for administering common/benchmark assessments.				
3.	Create elementary, middle school, and high school guidelines for the incorporation of the benchmark assessments into students' final grades.				
4.	Create departmental/grade-level guidelines and expectations for providing meaningful feedback to students and parents.				
5.	Provide ongoing support for the creation and implementation of common assessments through collaborative discussions and work sessions via faculty, department and grade level meetings.				

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