

AGENDA – RSU 13 CURRICULUM & TECHNOLOGY COMMITTEE
Monday, March 27, 2017 – 3:30 PM
McLain Building Rockland

| Committee | Committee & Admin. Liaison | Committee or Visitors |
|--|---|----------------------------|
| <input type="checkbox"/> Loren Andrews, Chair | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Susan Allen Thomas | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Carol Bachofner | <input type="checkbox"/> Jeff Monahan, Admin. Liaison | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> Neal Guyer, Admin. Liaison | <input type="checkbox"/> |
| Time IN: | Time OUT: | |
| Discussion | | Results / Follow Up |
| <p>Curriculum: N. Guyer</p> <ul style="list-style-type: none"> • <u>Begin</u> discussion & review of Strategic Plan – Teaching and Learning/Category 1 – Lead Objectives & Strategies. Highlighting accomplishments, items left undone & possible themes for the future. For this meeting: <ul style="list-style-type: none"> ➤ Inventory of accomplishments, Lead Objectives 1 – 4. ➤ Committee members – please preview accompanying strategic planning document – Category 1. (Please see below) | | |
| <p>Technology: J. Monahan will be substituting for B. Johnson</p> <ul style="list-style-type: none"> • <u>Begin</u> discussion & review of the role of educational technology within the district’s strategic plan going forward. <ul style="list-style-type: none"> ➤ What is the essential role of technology within our system of teaching and learning? Are technology applications simply tools to support and deliver instruction within a traditional model, or is technology becoming the new model for teaching and learning? Should technology programs and methods available to us become/replace our ‘central programs?’ Is/should the decision of whether or not to utilize technology be at the sole discretion of individual teachers? ➤ Consider additional essential questions that might inform strategic planning & propose a <i>charge</i> for information to come back to the committee from technology staff. | | |
| <p>Other/Adjourn:</p> <p>Confirm meeting date, time, and agenda focus for April 24th.</p> | | |

Please see below...

Lead Objective 1 – School Culture: Develop and maintain a positive, student-centered school culture that reflects rigorous academics, strong habits of work, a common pursuit of excellence, and an environment of respect, admiration, ethics, and success throughout the district.

Action Strategies

- A. Ensure that each school reviews and implements Board policy on ethical and responsible behavior.
- B. Design and implement a district-wide anti-bullying initiative, including cyber-bullying education, to promote mutual respect and tolerance.
- C. Promote and emphasize global awareness, embedding in the curriculum the study of different cultures, traditions, languages, and politics of countries and economies around the world.
- D. Expand technologies to foster communication and common experiences with students from other parts of the world.
- E. Bolster and sustain a comprehensive Wellness Plan throughout the district, focusing on social, emotional, and physical growth and well-being of students and staff.
- F. Evaluate present patterns of school attendance, create and implement a comprehensive K-12 attendance plan and policy that fosters not only outstanding attendance records of staff and students at all grade levels, but improves daily attendance at all schools, and provides for interventions for those students and staff experiencing attendance problems.
- G. Develop, in partnership with community organizations and businesses, a robust mentoring program for students.
- H. Promote the student voice, encouraging them to take ownership of and responsibility for their educational experience and surroundings.
- I. Create a developmental framework for teaching and assessing '*habits of work*' as a component of the movement to standards-based practice. Student progress reporting will include habits of work as a significant achievement indicator in tandem with academic standards.

Lead Objective 2 – Curriculum, Instruction, and Assessment: Ensure the highest quality curriculum and level of instruction that engages students at all levels in successful learning, preparing them for rewarding and productive lifelong experiences.

Action Strategies

- A. RSU 13 will transition towards proficiency-based teaching, learning, and accountability regardless of State mandates.
- B. The RSU 13 administration will work closely with teacher leaders to construct an implementation plan that will define the architecture, action steps, professional development, and timelines that will effectively support the transition to proficiency-based practice. This implementation plan will be completed by the conclusion of the 2012-2013 school year.
- C. Establish a plan with timelines to realize universal access for a Pre-K program for the district, emphasizing the need for all students to enter kindergarten ready and capable of successful learning.
- D. Consistently employ evidenced-based, precision teaching strategies to emphasize the fundamental acquisition of reading and numeracy skills by grade three as the cornerstones for continued successful and increasingly independent learning.
- E. Undertake a comprehensive evaluation of mathematics and science programs as near term priorities in designing and adopting unified K-12 curriculum.

- F. Appoint and empower curriculum teams, inclusive of teachers and administrators, to build systems for district-wide continuity that will serve to unify and define learning targets, available instructional tools, common assessment, data collection, analysis, interventions, and standards for accountability.
- G. Continue to maintain a vibrant arts program as an integral part of a well-rounded, 21st century education program that serves to educate the whole child for success in school and beyond.
- H. Evaluate and assess the overall effectiveness of the innovative model of two high school campuses, with particular attention to early high school success and engagement, as well as graduation achievement and post-high school readiness.
- I. Bolster student services in career planning, independent living skills, financial literacy, and personal goal-setting for college, career, and adult success.
- J. Continue active support for the Many Flags One Community (MFOC) initiative through direct participation in governance, and in implementing components of the MFOC vision that can be accomplished in anticipation of a physical campus.
- K. In concert with the vision of Many Flags One Community, develop a comprehensive approach to multiple pathways for secondary students, including expanded dual enrollment/early college courses, internships, independent studies, on-line courses, and collaborative access/reciprocity to regional secondary programs.
- L. Refine the district-wide writing assessment to better evaluate and effectively encourage literacy, self-expression, and writing competency at every level, while also ensuring writing instruction across subject matter areas.
- M. Establish a curriculum template to be utilized across the district, customized to each grade level; integrate a syllabus template, as well, and, as necessary, develop grading systems based on standards-based practice.
- N. Examine the recommendations of the NEASC self-study and visiting team for potential opportunities for growth and improvement at Oceanside High School.

Lead Objective 3 – 21st Century Learning Expectations: Foster skills and knowledge for success in modern adult life, including critical thinking, collaboration, problem-solving, and innovation.

Action Strategies

- A. Prioritize instruction in and assessment of 21st century skills such as problem-solving, analytical thinking, research skills, innovation, creativity, throughout the curriculum, beginning at the earliest levels.
- B. Establish a mandatory course-offering in critical thinking skills for all high school students.
- C. Phase-in increased credit/standards-based requirements for graduation focusing on mathematics and science, and encourage the development of non-traditional courses such as consumer finance, environmental policy analysis, statistical analysis and research methods, etc...
- D. Develop a comprehensive career education and counseling program that encourages students to explore and begin to plan for college and career pathways, using a Personal Learning Plan to guide goal-setting and learning experiences.
- E. Utilize information captured from the College and Work Readiness Assessment to evaluate student competencies and develop responsive curricula to address common deficiencies and challenges.
- F. Develop and administer an exit survey for graduating seniors that will be administered just before graduation and will be modified for follow-up surveys for 5 years. (The post-graduation survey will focus on high school preparedness for higher education and the workforce.)

Lead Objective 4 – STEM Curriculum and Programming: Build upon successful curriculum and programming in the emerging and vital fields of science, technology, engineering, and mathematics.

Action Strategies

- A. Examine existing provisions for interventions in numeracy for students in the early, intermediate, and middle grades.
- B. Address the findings of the district mathematics audit, designing and implementing a K-12 common mathematics curriculum, as well as common standards for accountability.
- C. Work closely with the Mid-Coast School of Technology, the University of Maine, the Maine Community College System, Herring Gut Learning Center, and regional research organizations to develop agreements and expand opportunities in science and mathematics for high school students.
- D. Work closely and collaboratively with MCST curriculum staff to continuously monitor and respond to regional employment needs and opportunities.
- E. Examine, strengthen, and articulate a redesigned and responsive science curriculum, K-12.
- F. Expand the RSU 13 Science Resource Center to support all schools serving K-6 in a unified, kit-based program of hands-on learning.
- G. Develop a comprehensive technology plan focused on successful learning and effective teaching throughout the district and at ALL grade levels with equally effective access to all students and expecting model proficiency by all faculty and staff.
- H. Develop internship programs with local businesses and organizations to expose students to various and rewarding career opportunities in science, technology, engineering, and mathematics with particular attention to the unique enterprises of our region.
- I. Expand course offerings in pre-engineering, marine biotechnology, and marine sustainable fisheries.
- J. Continue to work collaboratively with other school districts in our region and community and business leaders toward the Many Flags/One Community concept by providing members from the RSU #13 Board to the Many Flags governing Board.

Lead Objective 5: Special Education programming: Develop in-district programs and approaches to instruction that assures that students with disabilities receive effective, high-quality specially designed instruction.

Action Strategies

- A. Recruit a Clinical Coordinator (s) licensed as a Board Certified Behavior Analyst (BCBA) to oversee development and implementation of all district programs serving students with autism and emotional disabilities.
- B. Recruit and provide rigorous staff development to teachers and educational technicians serving these programs
- C. Assure that all students attending these programs are provided with specific and measurable goals and objectives for academic and behavioral growth
- D. Assure that each student's progress measurement is based upon solid data collection techniques and assessment