Strategic Priorities

Academic Achievement

Data Analysis – Testing Results

- Curriculum Benchmarks
  - by grade
  - by school
  - by skill
- Comparisons
  - among schools
  - among region
- Trends
  - longitudinal

ELA Strengths

- Retelling stories and describing relationship between events
- Reading informational text

- Midland: describing characters
- Milton- main idea
- Osborn – academic vocabulary

ELA Focus

- Areas of focus
  - Identifying themes and supporting with evidence from text
  - Close reading
  - Extended responses
- Best Practices
  - Guided reading to develop/model skills
  - Use of graphic organizers
  - More reading of authentic literature: variety of genres, primary sources and nonfiction materials
  - Scheduling groups
  - Exposure to a range of texts and tasks

Common Literacy Practices
K-2

- Reader's Workshop model of instruction
- Literacy Block
- Focus on guided reading
- Examination of ELA modules
- Use of authentic literature
- Incorporation of non-fiction materials

ELA Professional Development
K-2

Guided Reading

- Working with students in small groups gives teachers the opportunity to target their reading needs. Students may be grouped for guided reading, skill and strategy instruction, interactive read aloud, oral language intervention and literature discussion groups.
- Guided reading allows teachers to guide students through a text they would be unable to read on their own.

Science 21

Science 21 Implementation K-5

- Grade Level Unit Kits
  - Materials for hands on experiences
- Professional Development
  - K-2 - 2 full day sessions
  - 3-5 - 4 full day sessions

Major Emphases of *Science 21*:

- Centered on investigations that are student-directed and are relevant to students' lives
- Hands-on, inquiry-based approach to science
- Integrates math, language arts and technology
- Achieves a balance between process and content

Essential Characteristics of *Science 21*:

- Linked to NYS Standards for Math, Science & Technology, without gaps or overlaps
- Carefully developed sequence of instruction with horizontal and vertical articulation of concepts from unit to unit and grade to grade
- Science vocabulary is integrated and expanded throughout the program
- Balance between process and content
- Balance among physical, life, and earth science topics

Science 21 Curriculum Units

- Kindergarten : Exploring Our World
  - Using senses to learn about:
    - Science
    - Me in my world
    - Other living things in my world
    - Non-living things in my world

- First Grade: Order in Our World
  - Organizing to do science investigations
  - Investigating attributes and properties of objects
  - Identifying states of matter
  - Investigating living things

- Second Grade: Measuring Changes in Our World
  - Tools to measure our world
  - Observing and measuring changes in
    - Energy
    - Living things
    - The environment

- Third Grade: Cycles in the Natural World
  - How a scientist investigates:
    - Plant cycles
    - Electricity
    - Water cycles
    - Animal cycles

- Fourth Grade: Organization in the Natural World
  - Organizing ourselves for science
  - Digestion , nutrients, food chains and food webs
  - Simple machines
  - Organization of the earth

- Fifth Grade: Interactions in the Natural World
  - Interactions :
    - of chemical matter
    - in the micro-world
    - in the human body
    - in the environment

A Foundation for 6-12 Science Curriculum

- Students will have a stronger foundation of knowledge in earth, life, and physical sciences
- Students will be better prepared to set up and conduct an experiment and complete a lab report
- Students will understand the role of variables in an experiment
- David Jacobs, director of Science 21 BOCES, will be meeting with the Middle/High Science Department to foster an articulation of k-12 Science Curriculum