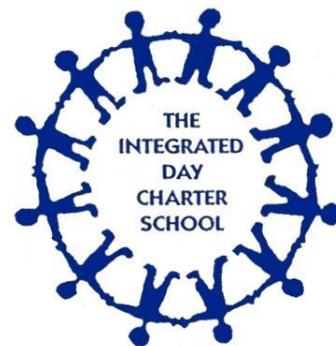


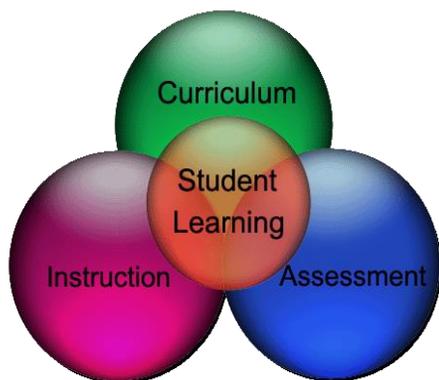
# IDCS CURRICULUM DEVELOPMENT NEWSLETTER

VOLUME 1 / ISSUE 1



## CURRICULUM DEVELOPMENT MISSION STATEMENT

Our mission is to ensure high-quality shared experiences, materials, and assessments across our school-wide community while preserving the IDCS philosophy and tenets. We will develop timelines for the creation and implementation of curriculum, analyze progress, and disseminate relevant information to stakeholders.



## BUSY BEGINNINGS . . .

We're off to a running start this year thanks to everyone's hard work and dedication to developing an IDCS multiage, integrated curriculum. Periodically throughout the school year, this newsletter will keep you up-to-date on what is happening throughout the school toward our goals. **I invite all of you to contribute summaries of ongoing activities and accomplishments at your grade level and/or area of expertise to help us stay connected! I want this newsletter to reflect all YOUR hard work!**

## Who's Responsible for What?

### Q: What is the job of the Curriculum Development Committee?

A: The mission of the Curriculum Development Committee is outlined in the sidebar to the left. This committee has met twice already this year and is comprised of the following members: Anna James, June Morrone, Sheri Cooke, Jen Spangle, Julia Cronin, Jason Deeble, Ann Theriault, Kristin Maletz, Jacqueline Kremer, Connie Murphy, Carolyn Kurz, Kathryn DeMarco, and Terri Woronecki. Together we developed our committee's hopes and dreams for this school year: **We want to develop a multiage, integrated curriculum with meaningful assessments. Our curriculum should highlight IDCS tenets, include a task analysis of skills (especially math to fill in any gaps), include vocabulary to be used vertically across grade levels, and ensure supporting resources are available and inventoried.** The Curriculum Development Committee meetings are open to all. If you'd like to join us our next meeting is scheduled for October 8 at 3:30 in the conference room on the main floor.

### Q: What is the job of the Curriculum and Instruction Leadership Team?

A: The purpose of the Curriculum and Instruction Leadership Team is to provide a united, philosophically-based, vision and message regarding curriculum and instruction at IDCS when working with faculty, families, students, and other stakeholders. This committee meets regularly and is comprised of the following members: Anna James, June Morrone, Sheri Cooke, Melissa Dearborn, and Amanda

Hicks. Together we are in the process of creating position statements for math and ELA instruction at IDCS, outlining a Pre-K through grade 8 assessment plan and data analysis form across the content areas, revising a document on community building at IDCS, and overseeing the curriculum development across the grade levels. **The team will be looking for feedback from faculty soon!**

**Q: What is the job of the Vertical Team?**

A: **The purpose of the vertical team is to ensure quality curriculum and seamless Pre-K through 8 articulation from one grade level to the next.** All IDCS faculty members are also members of a vertical team. These teams help to foster communication and collaboration among teachers, identify and generate solutions to issues impacting curriculum, analyze and revise IDCS's system of curriculum, instruction, and assessment, review and apply best practices based on exemplars from other districts, states, and nationally developed standards/frameworks, as well as research, and analyze student performance data from school and state assessments.



**Q: What is the job of the Grade Level Team?**

A: All teachers in grades Pre-K through eight are part of a grade level team. In addition, the IDCS essentialists operate as a team. **The purpose of these teams is to ensure high-quality shared learning experiences, resource materials, and formative assessments. While each teacher will vary in their approach to learning opportunities, a common IDCS philosophy, IDCS practices, and common rigorous expectations will be maintained.** Just as with the vertical teams, the grade level teams will help to foster communication and collaboration among teachers, identify and generate solutions to issues impacting curriculum, analyze and revise IDCS's system of curriculum, instruction, and assessment, review and apply best practices based on exemplars from other districts, states, and nationally developed standards/frameworks, as well as research, and analyze student performance data from school and state assessments.

**Q: What is the job of the Curriculum Coordinator?**

A: **The Curriculum Coordinator collaborates with faculty members and faculty teams in the development, writing and implementation of IDCS curriculum, as well as the evaluation, purchase and incorporation of texts, resources and technology into classroom instruction.** The Curriculum Coordinator works with staff to ensure all curriculum materials are aligned with the Connecticut Core Standards and Common Core State Standards. The Curriculum Coordinator facilitates the articulation of curriculum and instructional strategies among and between grade levels and essentialists. The Curriculum Coordinator also works with the director, assistant director, and/or other members of the Curriculum and Instruction Leadership Team to implement school objectives, such as investigating and maintaining an up-to-date resource library, organizing and conducting professional development, assisting with the IDCS assessment program, and coordinating materials to write the curriculum documents.

**Q: What is the job of the classroom teacher?**

A: **That's the most important job!** While we all recognize that the job of the classroom teacher seems to never end, the role of the classroom teacher in relationship to curriculum development can be more simply stated. The classroom teacher is responsible for collaborating with their grade level team, vertical team, and the Curriculum Coordinator, administrators, and coaches in analyzing and developing curriculum, instructional strategies and methods, and assessments in order to ensure best practices that align to Connecticut Core Standards and IDCS tenets. **The classroom teacher must document their practices within the classroom, so their experiences can be reflected in the IDCS Curriculum Documents.**

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*“Teaching at IDCS is not for the faint of heart.” – Joan Heffernan*

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## GRADE LEVEL PROGRESS

Grades K/1 has developed a draft of a scope and sequence for Year A, including the alignment of K/1 math standards in a multiage format. They have also worked on developing three ELA integrated writing tasks focusing on the three genres of narrative, informative, and opinion/argument. The pre-k through grade 1 teachers have also begun writing their essential questions for the year. In addition, they are also beginning to assess their students using the **Signposts Early Literacy Battery** – a precursor to the DRP assessment used in the upper grades. Grades Pre-K through K/1 have also begun documenting lessons which will become part of our curricular documents.

Grades 2/3 have developed a draft of a scope and sequence for Years A and B, including the alignment of 2/3 math standards in a multiage format. They have begun planning for the ELA integrated writing tasks focusing on the three genres of narrative, informative, and opinion/argument. The grade 2/3 teachers have also written essential questions for each curricular area for the first trimester. **Grades 2/3 have also begun documenting lessons which will become part of our curricular documents – they have even included some photos (such a great idea!).**

**Grades 4/5 have developed a draft of a scope and sequence for Years A and B, including the alignment of 4/5 math standards in a multiage format.**

They have also developed a draft for the first ELA integrated writing task focused on narrative writing. The grade 4/5 teachers have also begun to write their essential questions for the year. Grades 4/5 have begun documenting lessons which will become part of our curricular documents.

Grade 6 has developed a draft of a scope and sequence for the year – remember, their curriculum will repeat each year! **They have also developed and piloted the first of their ELA writing tasks focused on narrative writing.** The grade six team has written essential questions in the area of math. Grade 6 has also begun documenting lessons which will become part of our curricular documents.

Grades 7/8 has developed a draft of a scope and sequence for Years A and B. **They are also piloting a new math instructional approach and task analysis which highlights the differentiation of students' needs.** Grades 7/8 ELA has planned and documented their first unit based around the novel “The Omnivore’s Dilemma” and also developed and piloted the first of their ELA writing tasks focused on argument writing. The writing task seamlessly integrated into the content for the learning unit. The 7/8 team has also written drafts of their essential questions for the first trimester.

**The IDCS essentialists, together with the grade level teams, have worked to create an Arts Integration Progression document for Year A.** We’ll have a chance to discuss these integration ideas further at our PD on October 13. The IDCS essentialists have also begun meeting to revise the current IDCS specials report card to more closely align with IDCS expectations and give our “specials” the importance they deserve!

**We also like the IDCS Unit/Lesson Planning Dashboard which everyone’s input helped to develop!**

**Congratulations on all of your hard work thus far!**





**REMINDER . . .**

OCT.3; **DUE**: FIRST 25 DOCUMENTED LESSONS

IF YOU HAVE ANY QUESTIONS,

PLEASE CONTACT ANY MEMBER OF THE CURRICULUM AND INSTRUCTION LEADERSHIP TEAM

**Integrated Day Charter School**

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