



# Ledyard Public Schools

## Curriculum Update

Fall 2020

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*A curriculum is the cornerstone of the teaching and learning institution and reflects beliefs about what students at each grade level need to know and what students will be able to do with that knowledge.*

This year marks the implementation of the Bridges in Mathematics program in grades 3-5. The curriculum resources were assembled by a team and professional development took place on August 25 and 26. Teachers were given access to virtual training modules in June and have spent a great deal of time exploring. Over the course of the year, professional development and PLC time will be devoted to building mathematical thinkers.

This spring, an interview team was assembled to help identify two Elementary Math Interventionists. Stephanie Rainone has transitioned from teaching grade 5 at GHS to work as an interventionist there and Daisy Rhau has joined the JWL team. Kim Pelletier has worked very closely with our new interventionists and math tutors to redesign math intervention. Some of that work focused on learning how to use Math Running Records developed by Dr. Nikki Newton to shape intervention teaching strategies.

Based on the move to virtual in March, the K-8 curriculum teams, facilitated by Kim Pelletier and Holly Miller focused on identifying priority standards that were not taught during the 2019-2020 school year. They also developed a plan for the first month of instruction in core subjects to include K-8 ELA and Math and 6-8 Social Studies and Science. Ongoing work will be to identify priority standards for each unit, create lesson plans, and compile resources to support learning whether the instruction is in-person or remote. Pacing guides reflect the expectation that new learning will continue on schedule in any of the three anticipated return to school models. Roll out of these documents was done during professional development time prior to the start of the school year. To that end, it will be important for teachers to plan lessons that can easily be shared remotely. The district will support teachers in learning how to use technology tools and create a protocol for recording lessons.

During the closure, the Instructional Council worked virtually to revise and approve several curriculum documents and recommend instructional resources/textbooks/techbooks. IC will reconvene in the fall to review the summer curriculum work, learn more about best practices in

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blended learning, and continue the revision of curriculum documents. Much of the revision work will be done at the high school level as we begin to align all courses to the Vision of a Graduate. Ongoing work includes continuing to identify resources and develop lessons that represent and celebrate our marginalized students.

Based on feedback from parents, staff, and students, the district has streamlined the platforms and digital resources it utilizes. PK-2 teachers will be using Seesaw, while 3-12 teachers will be using Google Classroom as their main platform. Many tech companies offered free resources during the extended closure, but will be charging full price this fall. Now that we have done extensive work to identify priority standards and intend to follow the pacing guides, we will discontinue the use of Moby Max. Instead, K-2 teachers will have access to Lexia Core 5 and 3-12 teachers will have access to NEWSELA. Math teachers in 6-8 will have access to IXL. ELA Interventionists in 6-8 will have access to Lexia PowerUp.

The social and emotional needs of students are also top priority. At the middle and high school levels, students will be participating in advisory lessons designed to address a wide variety of topics. At the elementary level, a curriculum team facilitated by Carrienne Boord, Interim Principal at GHS, created PBIS and Connected, Respected & Celebrated lessons to be taught daily during the first month of school and then weekly throughout the remainder of the school year. Many books have been purchased to support this work. This also aligns with our ongoing work of identifying and purchasing books that reflect our diverse student body. All staff participated in Nurtured Heart Approach training on August 24. This approach is designed to assist staff members in building relationships in which students are intrinsically motivated, both academically and pro-socially.