

# Horseheads Central School District Strategic Planning

*Task Force Charges/Critical Issues*



*Building People and Organizations*



*Student Achievement*

*Work In Process*

*04.02.09*

## Task Force Final Report: Section A DRAFT

Task Force:	Date:	Facilitator(s):
Student Achievement	04.02.09	Alice Learn, Vickie Mike, Ron Holloway

<b>Members:</b>	Mary Ann Holleran, David Kartzman, Sandy Williams, Terry Malloy, Mellisa Devitt, Cynthia Massey, Courtney Perez, Jamy Brice-Hyde, Rudi Kurniawan, Richard Sisson, Patty Stevenson, Maureen Frei, Heather Henry, Dawn Moffatt-Fairbanks, Dave Rich, Dawn Call, Gerald Altilio, Judy Mattola
<b>Charge:</b>	<p>The Student Achievement Task Force will comprehensively audit, analyze and investigate current levels of student achievement, including but not limited to curriculum alignment and all aspects of K -12 student achievement in order to:</p> <ul style="list-style-type: none"><li>• ensure that the curriculum is both vertically and horizontally aligned</li><li>• ensure that the written curriculum is taught and appropriately assessed</li><li>• ensure that the needs of higher level learners are appropriately addressed</li><li>• ensure that students possess the skills necessary to be successful in the 21<sup>st</sup> Century</li></ul>

### Internal Analysis (Strengths and Weaknesses):

### External Analysis (Opportunities and Threats):

**Our Critical Issues (Include All):**

1. What successes have we realized by content area according to the NYS standards/assessments? (Data Source – NYS Report Card, District Assessments)
2. What evidence do we have that our written curriculum is the taught and assessed curriculum? (Data Source – written benchmark assessments and the results)
3. Is our curriculum aligned both vertically and horizontally? (Data Source - curriculum maps/ NYS Report Card/ Benchmark assessment results)
4. Do we have on-going, long term schedules for analyzing and updating curriculum maps? (Source – Seven phase curriculum mapping process)
5. How is the written curriculum communicated? How are revisions communicated?
6. How will technology impact curriculum/instruction? (Source – Educational Leadership, March 2009; other sources)
7. What will students have to know and be able to do, in order to be successful in a global society? What are the necessary skills for the 21<sup>st</sup> Century? (Source – 21<sup>st</sup> Century Partnership; articles)
8. How will the 21<sup>st</sup> Century Skills be addressed in our curriculum?
9. What should we do for our higher level learners (PreK-12)? How can we address their needs?
10. What is our vision for a program that will support higher level learners' needs? (Source: Pre K – 8<sup>th</sup> grade Differentiated Curriculum for Higher Level Learning)
11. Why don't students succeed? What can we do to address the needs of students who are at risk of failing? (Source – Response to Intervention; CIM teams; SAS)
12. What is our vision of a successful Early Childhood program? (Source – Early Childhood Task Force)
13. Literacy is vital for success. How intentional are we about integrating literacy in all content areas pre K – 12?
14. Are there lapses in content areas?
15. Is there a robust process in place for curriculum revisions?
16. Do we have the technology needed to impact student achievement and do we have a process to improve and regularly update technology?
17. What alternative models exist for elementary? Are we flexible enough within our systems to implement alternative models?
18. What kinds of resources are available outside the District?
19. Can the AP programs be expanded?
20. Are there programs that allow tracking into a preferred college?
21. How can we enable students to achieve in the 21<sup>st</sup> Century, Global Society?