

Wilton-Lyndeborough Cooperative School District-SAU #63
District Curriculum Coordinator

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Curriculum Report: February 6, 2019

Professional Learning

Our Universal Design for Learning team attended the second of three off-site workshops through our grant. The participants developed instructional activities for students and discussed their work with groups from other districts. Our next onsite day of observations and discussions with our consultant will occur on February 4. The team feels that the workshops and onsite days are very valuable in building their instructional strategies.

The WLC science unit work was postponed until Feb. 20 due to the snow day on January 9.

I attended the monthly regional curriculum, instruction, and assessment meetings. Districts shared that they are discussing expanding their preschool programs to include all four-year olds. The students who attend their preschool programs are better acclimated and get more out of kindergarten. We had a speaker who shared his experience with strategies for social-emotional learning. There will be a summer PK-12 conference at Keene State at no cost to teachers. Last year's conference was very well attended. There will be a wide variety of topics addressed. We discussed a pending bill that may require that each student pass a civics test.

I will report on our February 1 workshop day as it will occur after I submit this report.

Curriculum

Through our math professional development, we are discussing what changes are needed in our math curriculum. We continue to build instruction to address the state standards. The focus on automaticity of math facts in all grades is making a difference in students' performance on other math skills. Each team wrote an action plan around changes. These plans will be continually reviewed for progress.

We are looking at potential changes to middle and high school science instruction that align with changes to the curriculum. Appropriate summer professional development is being investigated.

Assessment

Teachers administer various reading, math, and science benchmark modular assessments provided by the state that aligned with the state test. These short assessments address only a few standards at a time so that teachers can see how students are doing and adjust instruction accordingly. The results are reviewed with students as learning tools.

Respectfully submitted,
Julie Heon, Curriculum Coordinator