


# 19-20 Curriculum and Instruction District Goals Presentation

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School Committee Meeting  
Thursday October 22, 2020

The Department of Curriculum and Instruction



# Objectives

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- Share the progress made on Goals 1.1, 1.2 and 2.1
  - Resource: [19-20 District Goals](#)
  - Provide a rationale for each goal
    - Discuss the action steps for implementing each goal
    - Discuss the progress on each goal
  - Respond to questions and feedback

# Goal 1



# 19-20: Goal 1

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Goal 1: Student Achievement: The Arlington Public Schools will ensure that every graduate is prepared to enter and complete a post-secondary degree program, pursue a career, and be an active citizen in an ever-changing world by offering a rigorous, comprehensive, standards-based and data-driven K-12 system of curriculum, instruction, and assessment that integrate social, emotional and wellness support.

# Goal Objective 1.1

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**Goal Objective 1.1:** Students will engage in curricula that are designed in response to the district's vision of student as learner, remain in alignment with state standards, and coherent within each discipline.

# Computer Science 1.1: Grades 6-8

## Goal 1.1: 6-8 Computer Science Curriculum Revision

**Goal:** During the 2019-2020 school year, the OMS/Gibbs computer science department will continue the revision of our offerings. This is a continuation of the work that began with the creation of a mandatory 90-day course for sixth grade during the 2014-2015 school year. During the past year, we introduced a 45-day seventh/eighth grade elective that served  $\frac{1}{3}$  of the total OMS population. Also, The Gibbs school offered a 30-day mandatory course.

**Rationale:** The three core reasons for the modifications are: 1. To meet the standards of the new DLCS Frameworks; 2. To provide opportunities for Project Based Learning; and 3. To embrace the concept that coding skills can serve as the glue for higher level integration of content areas.

# Computer Science 1.1: Grades 6-8 (cont'd)

Goal 1.1: 6-8 Computer Science Curriculum Revision

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## Action Steps:

- OMS will revise the offering to be a distinct 7th and 8th grade course. Units including VR will be added. These courses will be elective and will serve roughly  $\frac{1}{3}$  of the population.
- Gibbs will modify and revise the current offering. Robotics, block oriented coding, and 3D printing will still drive the course.
- Gibbs will explore additional projects in the integrated Project Block. This is a long-term goal with no clear deliverables for the immediate year.
- Continue the alignment to the state standards for DLCS.



# Computer Science 1.1: Grades 6-8 (cont'd)

Goal 1.1: 6-8 Computer Science Curriculum Revision

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## Progress: (Significant Progress)

- Use of VR was highly successful and engaging
- Project Block would have included CS units

# Digital Literacy 1.1: Grades K-12

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**Goal:** Teachers in grades K-12 will implement an expanded Digital Citizenship pilot beginning in September of 2019 through the end of 2020 with the goal of a full implementation of Digital Citizenship curriculum in school year 20-21. Using BrainPOP and Common Sense Media curricula, teachers will instruct and assess students' understanding of concepts and use the data to inform the implementation of the curriculum the following year.

**Rationale:** To ensure students are receiving consistent standards-based instruction on being safe and responsible online.

# Digital Literacy 1.1: Grades K-12 (cont'd)

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## Action Steps:

- Common Sense Media and BrainPOP curricula were adapted for APS students
- Slide shows and other materials were created and shared

## Progress:

- K-2 weekly lessons for K-2 Digital Citizenship were provided in May for elementary teachers during shutdown
- Grade 4: 368 fourth graders were taught up to 12 digital lessons
- Grade 5: 400 5th graders up to 12 digital citizenship lessons last year
- AHS: 2,226 students participated in digital citizenship activities during advisory

# Digital Literacy 1.1: Grades K-12 (cont'd)

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- Common Sense Media and BrainPOP curricula were adapted for APS students
- Slide shows and other materials were created and shared

# ELA/English



# ELA/English 1.1: Grade 1

**Grade 1 Goal:** Teachers will implement the new DIBELS/Acadience phoneme segmentation fluency and nonsense word fluency assessments in 2019-2020. Teachers will learn how to interpret the results and use them to differentiate/target instruction with the support of the coaches. We will follow the administration guidelines of DIBELS/Acadience.

**Rationale:** To strengthen literacy instruction

## **Action Steps:**

- Teachers became familiar with assessments and implemented assessments
- Administered through March
- Attended professional development in using student data to form differentiated small group instruction followed by literacy coaching support

# ELA/English 1.1: Grade 1 (cont'd)

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- Worked over the summer to continue this goal into 2020-2021 school year
- Teachers will be able to interpret the data to meet the needs of their students

**Progress:** (Significant Progress)

# ELA/English 1.1: Grade 3

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**Goal:** During the 2019-2020 school year, all grade 3 teachers will implement the Lucy Calkins' "Building a Reading Life" and "Character Study" units, and we will expand the nonfiction unit pilot to all elementary schools.

**Rationale:** Over the past few years, grade 3 has implemented two new fiction units, as well as a nonfiction unit, in order to have cohesive programming in grades 1-5.



# ELA/English 1.1: Grade 3 (cont'd)

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## Action Steps:

- Literacy Coaches provided professional development over the summer with opportunities to create daily lesson that align with the units
- Literacy coaches provide individual coaching sessions at the teacher's requests.

## Progress:

- All teachers implemented the units
- This year, teachers will continue to implement all three Units of Study.

# ELA/English 1.1: Grade 5

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**Goal:** During the 2019-2020 school year, all 5th grade district teachers will implement the Lucy Calkins Interpretation Book Club Unit

**Rationale:** 5th grade is the last grade to finish the Lucy Calkins reading units of study to have a cohesive programming in grades 1-5

## **Action Steps:**

- This year all 5th grade teachers will implement the final Lucy Calkins unit “Tackling Text Complexity”

## **Progress:**

- During the 19-20 school year, teachers implemented the Interpretation Book Club Unit

# ELA/English 1.1: Grades 9-12

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**AHS :** Teachers will pilot a common assessment for narrative writing emphasizing voice and perspective.

**Rationale:** Narrative writing is an important element in helping students develop their understanding of their own thinking as well as the complexity of issues addressed in literature.

# ELA/English 1.1 Grades 9-12 (cont')

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## Action Steps:

Discussion and sharing at department meetings and PLCs

Presentations from those attending conferences

Piloting various forms of narrative writing and assessment

**Progress:** Examples from the pilot (which is still underway):

[https://docs.google.com/document/d/1\\_DLvzuiyzZiQMSHUZmxZ1nQ8qvLCFuzf\\_P7\\_tvT0ZG4/edit](https://docs.google.com/document/d/1_DLvzuiyzZiQMSHUZmxZ1nQ8qvLCFuzf_P7_tvT0ZG4/edit)

# English Learner Education (ELL) 1.1: Grades K-12

Goal 1.1 - alignment to ELL programming as described by the LOOK ACT requirements

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**Rationale:** During the 2019-2020 school year, ELL teachers will incorporate all necessary changes and updates to ELL programming as described by the LOOK ACT requirements for school districts.

## **Action Steps:**

- Department Meetings and PLC meetings addressing LOOK ACT requirements
- Implement LOOK ACT Benchmarks, guidelines, templates (i.e. EL Student Success Plan)

## **Progress on the Goal:**

- Significant progress on LOOK ACT requirements and updates

# History/Social Studies 1.1: Grades 6-11

(Goal 1.1- Grades 6-12 research skills)

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**Goal:** Teachers in grades 6-11 will provide direct instruction in a specific research skill. Teachers will provide students with the opportunity to practice that skill as well as be assessed and given feedback on progress in that skill four times during the year through a common research performance task before the end of the 2019-2020 school year.

**Rationale:** Vertically and horizontally align research skills and practices throughout the district; strengthen students' ability to "observe, analyze and synthesize information from a variety of sources to enhance existing understandings and construct new knowledge" (APS Vision of Student as Learner).

# History/Social Studies 1.1: Grades 6-11 (cont'd)

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## Action steps:

- Department meetings and PLC meetings- [Research Goal Resources & Tasks](#)
- [Chart of Research Skills Organized By Grade](#) (completed)
- PD with Framingham State, Boston College, Primary Source, Facing History

## Progress:- Significant Progress

- 6th grade teachers completed common assessment: Nile River DBQ
- 7th grade common formative assessments, pre/post tests
- 8th grade students had formative assessments on research via class activities and online portfolio

# History/Social Studies 1.1: Grades 6-11 (cont'd)

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- AHS- varied research-based learning experiences (debates, Harkness Discussions, projects), many AHS teachers completed major research paper/project, some did not due to COVID
- Common research rubric, common lesson plans on research were not completed due to COVID



# Mathematics 1.1: Grades 6-12

Goal 1.1: Revision of Assessments Based on Essential Standards

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**Goal:** During the 2019-2020 school year, grades 6-12 teachers will continue our work to meet the needs of all learners. As a result of the prior work on curriculum revisions, course closures and restructuring, and an audit of our assessments, our work will move to a revision of our essential standards and the assessments that we use to monitor our stated values.

**Rationale:** Over the past few years, the focus has been on curriculum and instruction. Simultaneously, we have been redefining, through the vision of Student as Learner and Global Citizen, the characteristics that we desire in our graduates. Our work will be to ensure that our assessment structure aligns to the work.

# Mathematics 1.1: Grades 6-12 (cont'd)

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## Action Steps:

- Teachers will revise the essential standards and essential questions of each grade/ course. These standards will include both content and practice standards
- Revise assessments to ensure we provide timely feedback, assess our essential standards, include formative and summative assessments, and to leverage technology when relevant.
- Create a variety of assessments, including performance tasks, long term projects when appropriate, and open tasks that promote student creativity.

# Mathematics 1.1: Grades 6-12 (cont'd)

Goal 1.1: Revision of Assessments Based on Essential Standards

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## Progress: Some Progress

- Identify core essential learning for early elementary grades
- Developed essential assessments for early elementary grades
- Revised some aspects of assessments and grading at the high school, depending on the course
- Prepared and planned to include assessment data in the district data bank
- For k-5, collaborated with Tier 1 and Tier 2/3 programs to ensure relevant data

# Performing Arts 1.1: Grade 2

**GOAL:** During the 2019-2020 school year, elementary music teachers will revise the 2nd grade elementary general music curriculum, to align with the 2019 Massachusetts Arts Curriculum Framework clusters and promote student proficiency in the following skills: singing and aural skills, playing instruments, reading and notating music, and improvising and composing. To measure the impact on learning, teachers will also develop common assessments to track student growth.

**Rationale:** Students in grades K-5 will engage in authentic hands-on music making through which they will develop music literacy skills in reading, notating, and composing music.

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**Rationale:** Students in grades K-5 will engage in authentic hands-on music making through which they will develop music literacy skills in reading, notating, and composing music.

# Performing Arts 1.1: Grade 2 (cont'd)

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## Action Steps:

- Identify essential standards
- Content and skills focus
  - Aural skills
  - Singing and playing instruments
  - Reading and notating
  - Improvising and composing music
- Methodology: transition year between First Steps in Music and Conversational Solfege
- Develop common formative assessments to monitor student progress

# Performing Arts 1.1: Grade 2 (cont'd)

**Progress:** In progress [DRAFT: Grades 1-2 Template](#) Work interrupted by school closure

- Standards-based curriculum outline template developed.
- Essential standards, skills, and concepts identified
- Continued work
  - Develop unit projects for ensemble playing; composition/improvisation
  - Develop common assessments
  - Identify essential materials and resources

# Performing Arts 1.1: Grade 2 (cont'd)

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## Action Steps:

- Identify essential standards
- Content and skills focus
  - Aural skills
  - Singing and playing instruments
  - Reading and notating
  - Improvising and composing music
- Methodology: transition year between First Steps in Music and Conversational Solfege
- Develop common formative assessments to monitor student progress



# Performing Arts 1.1: Grade 2 (cont'd)

**Progress:** In progress [DRAFT: Grades 1-2 Template](#) Work interrupted by school closure

- Standards-based curriculum outline template developed.
- Essential standards, skills, and concepts identified
- Continued work
  - Develop unit projects for ensemble playing; composition/improvisation
  - Develop common assessments
  - Identify essential materials and resources

# Science 1.1: Kindergarten

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**Goal:** Kindergarten teachers will use “Tools of the Mind” [Science Manual](#) for science instruction.

**Rationale:** To align instruction in the science practices as outlined in the 2016 Massachusetts Science and Technology/Engineering Framework

## **Action steps:**

- Tools of the Mind Science Manual was distributed to all teachers
- Professional Development session
- Kindergarten Science Leader and Science coach met with teachers

# Science 1.1: Kindergarten (cont'd)

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## Progress:

- Began to implement science activities into “Tools” curriculum. This progress was interrupted due to Covid

# Science 1.1: Grades 1-5

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**Goal:** Students will be assessed using new draft common assessments at the end of each unit and data will be entered into the Data Bank and shared with the Science Curriculum Director.

**Rationale:** So the data can be analyzed for consistency across buildings to give insights into strong and weak areas of the curriculum and adjust instructional practices.

## **Action steps:**

- Teachers gave at least 1 common assessment.
  - Attended ACE meetings to discuss results and the test itself

# Science 1.1: Grades 1-5 (cont'd)

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## Progress:

- Began to implement remaining common assessments. This progress was interrupted due to Covid
- Began the creation of common rubric. This progress was interrupted due to Covid
  - Evidence

# Science 1.1: Grades 6-8

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**Goal:** Students will use the new iScience textbook and electronic resources. This program contains resources for student use, as well as tools and strategies to enhance instruction for teachers. Project Based Learning (PBL) activities will be piloted in several units from the new iScience resources.

**Rationale:** To enhance instruction for teachers.

**Action steps:**

- Teachers became familiar with iScience and added students to online platform
- Attended outside professional development (LearnLaunch, PBL 10.0)

# Science 1.1: Grades 6-8 (cont'd)

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## Progress:

- Most learning groups implemented at least 1 PBL project. Progress was interrupted because of Covid
  - Example

# Science 1.1: Grades 9-12

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**Goal:** Students in several courses will pilot Project Based Learning (PBL) activities related to the course discipline. Piloted activities will be reviewed and adjusted for continued use in future years.

**Rationale:** PBL engages students in increasingly self motivated learning and is more likely to involve real world applied problems.

## **Action steps:**

- Attended professional development (LearnLaunch, PBL 10.0, Jason Project, Larry Weathers)



# Science 1.1: Grades 9-12 (cont'd)

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## Progress:

- Many teachers were planning on doing PBL projects as part of a final culminating project. Some courses were able to complete but this was interrupted due to Covid.
  - [Examples](#)

# Special Education 1.1: Grades 1-5

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**Goal:** During the 2019-2020 school year, special education teachers will use assessment data gathered from the specific testing battery designed to develop a reader profile. Special education teachers and team members will analyze this data to formulate a reading profile for students and will make recommendations for specific reading interventions. Teachers will be trained in various interventions that are matched to the reader profile.

Progress: [SC presentation Dr. Melissa Orkin/May 2020](#)

# Special Education 1.1: Grades 6-12

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**Goal:** During the 2019-2020 school year, special education teachers paired with a general education teacher to deliver content area instruction in the general education classroom (“co-teaching”) will participate in on-site coaching with their “co-teaching partner” to improve delivery of instruction and create more inclusive opportunities for special education students to receive instruction alongside general education peers. Teams will work with a consultant to collect baseline data and establish metrics for successful implementation.

**Rationale:** To be able to differentiate and deliver specially designed instruction in the general education classroom to meet the needs of a range of learners.

# Special Education 1.1: Grades 6-12 (cont'd)

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## Action steps:

- Teams from Gibbs and Ottoson met with Dr. Keefe from Dec - March on a bi-weekly basis until the closure due to COVID.

## Progress:

- SC presentation with Dr. Elizabeth Stringer O'Keefe postponed in the Spring.

# Visual Art 1.1: Grades K-12

## GOAL 1.1

**Rationale:** To further investigate the art educational philosophy called Teaching for Artistic Behavior (TAB), to move toward further implementation and to reach consensus about the benefits and future of TAB in Arlington Public Schools.

Visual art teachers in grades K-12 will continue to explore and implement the TAB (Teaching for Artistic Behavior) philosophy and instructional strategy. For lessons not taught in the TAB format, teachers will assign a significantly higher percentage of projects that encourage students in grades K-12 to express their own feelings and ideas about a wide range of personal and social issues through their art making. By the end of the 2019-20 school year, K-12 visual art teachers will develop common assessment instruments to measure student performance in TAB based art lessons and these instruments will be informed by the eight studio habits of mind.

# Visual Art 1.1: Grades K-12 (cont'd)

## **Progress:**

Up until March 2020, significant progress was made on the work related to the exploration and implementation of Teaching for Artistic Behavior (TAB). The 2019-20 Arlington Education Foundation TAB related grant made a wide range of K-12 Art staff Professional Development opportunities possible during the first part of the 2019-20 school year. This included multiple workshops with TAB experts, multiple APS art staff visits to other districts that have implemented TAB art programs, and work with Social and Emotional Artistic Learning (SEAL) training. The work on common assessments for TAB was begun but was not completed.

## **Work Pending:**

- Additional remote “visits” with TAB teachers in other districts and completion of the goals set forth in the AEF grant proposal

# Visual Arts 1.1: Grades K-12 (Cont'd)

## Action steps:

- Continue the work related to the AEF TAB Grant to every extent possible even in a remote environment including TAB related workshops, discussions about TAB during K-12 PD meetings, and teacher visitations (virtual) to art rooms of teachers who are experienced in TAB.
- Continue to collaborate with other Visual Art Directors in neighboring districts to examine the effectiveness of TAB in their districts and beyond.
- Encourage those APS art teachers who are still new to TAB to teach several lessons in a modified TAB format.
- Attend as many APS in-house exhibits as possible (including virtual ones) that include student work created in a TAB setting and evaluate the breadth and depth of those exhibits with each art teacher. Use the exhibits and written student artists' statements to help art teachers evaluate the effectiveness of the TAB teaching strategy.
- Complete common assessments that measure student performance in TAB based art lessons and connect these further to the eight studio habits of mind and to SEL.

# Visual Arts 1.1: Grades K-12 (Cont'd)

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## Relevant Links and Evidence

- [Eight Studio Habits of Mind](#)
- [AEF TAB Grant Proposal](#)
- [AEF TAB Progress Record](#)
- [TAB Workshop January 2020](#)



# Wellness 1.1: Grades K-3

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**Goal:** Elementary Physical Education teachers will decide which K-3 lessons to implement from the Great Body Shop Curriculum during the additional 10 classes provided by the new specialist schedule. Resources will include: The Great Body Shop Curriculum, Scope and Sequence for the Great Body Shop, and existing units and lesson plans. Lesson plans for all K-3 classes will be completed during the 2019-2020 school year.

## **Rationale:**

- In order for students to get consistent Health Education in K-3, staff will need to plan for, develop and make adjustments to the curriculum as the year progresses.

# Wellness 1.1: Grades K-3 (cont'd)

## Action Steps:

- Students receive 10 weeks, once a week of the Great Body Shop Curriculum
  - Content topics chosen by PE Staff
    - Units that will be taught by Physical Education ( 2 lessons per topic):
      - SAFETY
      - SYSTEMS OF THE BODY
      - NUTRITION
      - WELLNESS - COMMUNITY HEALTH AND SAFETY
      - MENTAL AND EMOTIONAL HEALTH
      - PHYSICAL FITNESS
- **Progress:**
  - Goal was implemented until School Closure in March

# World Languages 1.1: Grades 6-12

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**Goal:** During the 2019-2020 school year, World Language teachers will continue to develop thematic units in level 1 for implementation in 2020-2021. In preparation for teaching the new thematic units, teachers will choose to focus on one mode of communication (listening/reading or spontaneous speaking) and apply specific strategies to integrate into their instruction.

**Rationale:** To increase the usage of the target language within classroom instruction

## **Action steps:**

- Continued Professional Development of thematic units
- Department & PLC meetings

# World Languages 1.1: Grades 6-12 (cont'd)

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## Progress:

- Some progress. Draft assessments for units; four PLC meetings to develop goal and start work.
- During the sudden shift to remote learning in the spring, target language use was not an expectation, as communication is impacted by a variety of social/emotional conditions as well as non-verbal communication, both of which were impacted by the pandemic.

# Goal 1.2

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# Goal 1.2

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**Goal Objective 1.2:** Students will develop their social and emotional (SEL) skills through age-appropriate SEL instruction that includes an awareness of cultural bias, and by learning in classrooms where responsible decision making, empathy, and the importance of positive relationships are the norm.

# SEL 1.2: Grades PreK-2

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**Goal:** By June 2020, high quality SEL instruction and practice for all students in grades PK-2 will be comprehensively mapped, identifying where students have access to the five SEL competencies through both direct instruction as well as embedded classroom application. Weaknesses in the analysis will be addressed through Goal 2.1. A similar analysis for grades 3-5 will follow in the 2020-2021 school year.

**Rationale:** SEL efforts in the district have been varied and random in implementation without measured impact on student outcomes. Mapping competencies and practices will allow for the beginning of a district-wide system of SEL provided with fidelity and equal access.

# SEL 1.2: Grades PreK-2 (cont'd)

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## Action steps:

- Walkthroughs and visits in classrooms PK-2 grade district-wide to observe social emotional learning practices, programming, physical environments, culture and relationships- building strategies.
- Meetings with grade level teams, building leadership and partnership custom designed to match data, goals and desired outcomes.
- Professional learning for all staff district-wide.
- Sustainable funding and systemic implementation sought through grants and training.



# SEL 1.2: Grades PreK-2 (cont'd)

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**Progress:** (Significant Progress)

- Our Climate: [Annual Report Spring 2020](#)

# Goal 2.0

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# Goal: 2.0

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Goal 2.0: Staff Excellence and Professional Development: The Arlington Public Schools will recruit, hire, retain, and build the capacity of a diverse staff to be excellent teachers and administrators by providing high quality professional development aligned to needs, instructional support, coaching, and an evaluation framework that fosters continuous improvement.

# Goal 2.1

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# Goal 2.1

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**Goal Objective 2.1:** Professional learning for educators will reinforce targeted components of the academic curriculum, social emotional competencies and pedagogy, and will emphasize culturally responsive and data-informed instructional practices that support student learning and growth.

# Cultural Literacy 2.1: Grades K-12

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**Goal:** During the 2019-2020 school year, all district staff will participate in eight hours of professional development focused on cultural literacy and culturally responsive instruction. Six of the hours will be provided during the professional development day on November 1.

**Rationale:** To increase the cultural literacy of staff within the district

## **Action Steps:**

- Form a PD planning committee for November 1 PD day for staff
- PD members met and discussed the vision, goal and format of the day
- Identified district and out of district facilitators

# Cultural Literacy 2.1: Grades K-12 (cont'd)

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## Progress:

- The goal was achieved

## Evidence:

- [Nov 1 Agenda and Workshop Descriptions](#)
- [Feedback from Staff](#)

# Cultural Literacy 2.1: Grades K-12 (cont'd)

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**Goal:** During the 2019-2020 school year, members of the District Diversity, Equity, and Inclusion Team will work with an outside consultant to create a mission and vision statement. The result of such work will also include setting short term and long term goals for the district with regard to the district's focus on fostering diversity, equity and inclusion.

## **Action Steps:**

- Create a district wide diversity, equity and inclusion committee
- Use a variety of data sources to set short term and long term goals for the district



# Cultural Literacy 2.1: Grades K-12 (cont'd)

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## Progress:

- Did not meet this goal

# Digital Literacy 2.1: Grades K-12

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**Goal:** Digital Learning professional development will be offered to teachers throughout the year. The format and delivery for the professional development will be designed using instructional goals and data collected during the 2018-2019 school year.

## **Rationale:**

- In order to ensure the integration of approved digital resources into instruction, a new process was established for 1) viewing APS digital resources and 2) requesting new resources

# Digital Literacy 2.1: Grades K-12 (cont'd)

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## Action Steps:

- Created a new protocol and provided district-wide PD
- Published a list of digital learning resources [staff and families](#)
- Provided district-wide PD

## Progress: (Some)

- APS staff received PD on student data privacy
- APS staff check the [APS Digital Learning Resources](#) list as a first step
- The use of unapproved tools has decreased

# ELA/English 2.1: Grade 1

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**Goal:** During the 2019-2020 school year, literacy coaches will meet with grade 1 teachers during early release time and visit their classrooms to help with the implementation of the new DIBELS/Acadience phoneme segmentation fluency and nonsense word fluency assessments.

**Rationale:** To assist teachers in their implementation of goals

## **Action Steps:**

- Teachers were provided professional development to learn ways to look at student data and determine future instruction.
- Teachers received coaching support modeling analysis and use of data to form small group instruction.

# ELA/English 2.1: Grade 1 (cont'd)

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## Progress:

- All teachers in grades 1 and 2 administered the DIBELS/Acadience phoneme segmentation fluency and nonsense word fluency assessments.

# ELA/English 2.1: Grades 3-5

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**Goal:** During the 2019-2020, literacy coaches will utilize early release time to introduce and support teachers with the implementation of the new units of study for grades 3 and 5. During this time, teachers will be able to provide feedback and identify areas in which they need support.

**Rationale:** To assist teachers in their implementation of goals

## **Action Steps:**

- Teachers were provided professional development sessions to gain a deeper understanding of the unit
- Teachers received coaching support during the implementation of the new units of study

# ELA/English 2.1: Grades 3-5 (cont'd)

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## Progress:

- All teachers in grades 3 and 5 were able to implement the new units of study.

# ELA/English 2.1: Grades 8-12

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**Goal:** During the 2019-2020 school year, secondary level department meetings will be used to provide support for teachers in grades 8-12 as they implement lessons focused on narrative writing, voice, and perspective. During meetings, teachers will share samples of student writing and create a common assessment to measure student progress.

**Rationale:** Teachers will learn from sharing their experiences and growth in these areas

## **Action Steps:**

- Teachers attended the NCTE Conference and the NEATE Conference and shared what they learned.



# ELA/English 2.1: Grades 8-12 (cont'd)

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- Department meetings also provided opportunities to share materials. Some of those are below:
- [Evidence](#)

**Progress:** This goal is continuing this year.

# History/Social Studies 2.1: Grade 8

(8th Grade Civics Launch)

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**Goal:** Eighth grade teachers will participate in at least one external PD opportunity around civics content and skills and meet as a team (with the Director of History) at least eight times throughout the 2019-2020 school year to work and reflect on curriculum for the new civics course, as well as produce a list of action steps and changes to make to the curriculum for the 2020-2021 school year.

**Rationale:** To align the 8th grade history curriculum with the revised 2018 MA History & Social Sciences Frameworks but more importantly, to help students “speak with and listen to others in a manner that is respectful of multiple perspectives . . . think critically and reflect upon choices and their impact on others . . . [and] participate as a consumer of and contributor to the cultural and civic life of local and global communities” (Vision of Student as Global Citizen).

# History/Social Studies 2.1: Grade 8 (cont'd)

(8th Grade Civics Launch)

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## Action steps:

- In-house PD days for 8th grade team to plan and reflect on course content
- PD opportunities through Primary Source, CES, Facing History
- Summer planning time to reflect on curriculum and re-tool curriculum for hybrid/remote learning 20-21

## Progress: Significant Progress

- Successful completion of first year of course: [Curriculum Map](#) (Revised August 2020)
- Common assessment: Digital Civics Portfolio- completed but modified due to COVID

# History/Social Studies 2.1 (cont'd)

(8th Grade Civics Launch)

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- DESE Mandated Civic-Action Project- not completed due to COVID
- Common unit assessments- completed
- Last units of the year (Equality for All and State Government) were shortened due to COVID

# Performing Arts 2.1: Grades 4-6

**Goal:** General music teachers in grades 4-6 will participate in monthly professional development in curriculum review and development during the 2019-2020 school year. The result will be the development of two standards-based units per grade that utilizes Understanding By Design. NOTE: goal shifted to grades 7-8 to focus on revising current content for relevancy and diversity

**Rationale:** To develop a curriculum that is consistent across the district

## **Action Steps:**

- Develop understanding of backwards design
- Develop standards-based curriculum outline template
- Review current content for relevance and essential learning

# Performing Arts 2.1: Grades 4-6 (cont'd)

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**Progress:** In progress; deferred until after FY21; interrupted by school closure

- Evidence:
  - [Curriculum Outline Template](#)
  - [Content Brainstorming Document](#)

# Science 2.1: Kindergarten

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**Goal:** Teachers will receive professional development with using the new Tools of the Mind resource manual for science instruction. Kindergarten teachers will report progress and next steps in improving K science teaching for the 2020-2021 school year.

**Rationale:** To align kindergarten science instruction with the Tools Curriculum

**Action steps:**

- Tools of the Mind Science Manual was distributed to all teachers
- Professional Development session
- Kindergarten Science Leader and Science coach met with teachers

# Science 2.1: Kindergarten (cont'd)

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## Progress:

- Began to implement science activities into “Tools” curriculum. This progress was interrupted due to Covid
- Teacher’s identified areas of the Tools curriculum where additional science lessons could be added



# Science 2.1: Grades 1-5

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**Goal:** Teachers will receive professional development from the Science Teacher Leaders on implementing the new common assessments. The process and finalize the common assessments for the following year.

**Rationale:** To continue to support instruction of the newly adopted FOSS Science Kits

Action steps:

- Teachers gave at least 1 common assessment.
  - Attended ACE meetings to discuss results and the test itself

# Science 2.1: Grades 1-5 (cont'd)

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- **Progress:**
  - Began to implement remaining common assessments. This progress was interrupted due to Covid
  - Began the creation of common rubric. This progress was interrupted due to Covid
    - Evidence

# Science 2.1: Grades 6-8

**Goal:** Science teachers will receive professional development on strategies for incorporating Project Based Learning (PBL) units into the curriculum and instruction.

**Rationale:** PBL engages students in increasingly self motivated learning and is more likely to involve real world applied problems.

Action steps:

- Teachers became familiar with iScience and added students to online platform
  - Attended outside professional development (LearnLaunch, PBL 10.0)

# Science 2.1: Grades 6-8 (cont'd)

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## Progress:

- Most learning groups implemented at least 1 PBL project. Progress was interrupted because of Covid
  - Example

# Science 2.1: Grades 9-12

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**Goal:** Science teachers in selected courses will receive professional development on how to incorporate PBL in the curriculum.

**Rationale:** PBL engages students in increasingly self motivated learning and is more likely to involve real world applied problems.

## **Action steps:**

- Attended professional development (LearnLaunch, PBL 10.0, Jason Project, Larry Weathers)

# Science 2.1: Grades 9-12 (cont'd)

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## Progress:

- Many teachers were planning on doing PBL projects as part of a final culminating project. Some courses were able to complete but this was interrupted due to Covid.
  - [Examples](#)

# Special Education 2.1: K-5

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**Goal: SLC- A, Grades K-5:** *Program staff (teachers, related service providers, and administrators) will work with a consultant to develop a shared program identity through shared definitions/practices in areas of inclusion, behavior & curricular access.*

Progress: Program staff at Dallin, OMS, & AHS worked with Wediko Children Services (now the Home for Little Wanderers) and Program staff in our REACH/SLC A continued consultation with Dr. Stringer Keefe until the closure in March due to Covid.

# Visual Art 2.1: Grades K-12

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**Goal 2.1:** During the 2019-2020 school year, K-5 and 6-12 Visual Art teachers started to meet at least once per month to provide feedback regarding the effectiveness of the TAB teaching strategy. As stated in Goal 1.1, art staff professional development included multiple workshops with TAB experts, multiple APS art staff visits to other districts that have implemented TAB art programs, and work with Social and Emotional Artistic Learning (SEAL) training. Our intention was that by the end of the school year, conclusions and consensus reached during meetings would be presented to the K-12 Director of Visual Art in written form. The conclusions reached during these meetings would influence the curricular path for the 2020-2021 school year and beyond.



# Visual Art 2.1: Grades K-12 (cont'd)

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**Rationale:** To reach consensus about the benefits and future of TAB in Arlington Public Schools and to increase social and *emotional learning through art making*.

## **Progress:**

- This work related to the AEF TAB grant was not completed but will continue
- Curricular content related to cultural proficiencies (multiculturalism), anti-racism, and SEL had begun to be developed.
- K-12 remote teaching strategies will continue to be developed and best practices will be shared.
- A forward-looking plan will be developed for the 2021-22 school year related to the first two bullets.

# Visual Art 2.1: Grades K-12 (cont'd)

## Action Steps:

- Continue work related to the AEF TAB grant to every extent possible in-person when possible and remotely when necessary.
- Continue to develop K-12 art curricular content related to cultural proficiencies (multiculturalism), anti-racism, and SEL.
- Continue to be develop K-12 remote teaching strategies and share best practices.
- Developed a forward-looking plan for the 2021-22 school year related to the first two bullets.
- The K-12 Director of Art will support the K-12 art teaching staff in every way possible in their efforts to teach effectively in hybrid and remote environments.

# Wellness 2.1: Grades 10,11 & 12 Electives

**Goal:** The high school Physical Education Department will focus on professional development training and implementation of new electives in Physical Education. The department will train High School Physical Education teachers in RAD (Rape Aggression Defense). Resources will include the RAD Training and the RAD Curriculum. The elective will be taught during the 2019-2020 school year.

**Rationale:** In order to run these new electives, staff will need to develop the necessary curriculum

# Wellness 2.1: Grades 10, 11 & 12 Electives (cont'd)

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- **Progress:**
  - Developed the curriculum in the summer 2019 and did a follow up in the winter of 2020
  - Both were taught in quarter 3 and therefor stopped due to school stopping and the inability to do a lot of this remotely.

# Wellness 2.1: Grades 10, 11, & 12 Electives (cont'd)

## Evidence:

### Athletic Training

#### A. Outline,

<https://docs.google.com/document/d/1GHELAjRhu3kuGbnOGtKIEXatqukf0e3TYwadD9TgU0c/edit>

#### B. Syllabus

<https://docs.google.com/document/d/14TE-NeQTM8yYX3PfgcmLzCDMy5hLdg29kyleLIVqPe0/edit>

### Self Defense

#### A. Outline/Curriculum

<https://docs.google.com/document/d/10ZLi06lhIfUJXJ7xB0HqhVlr uydxaLDIGHOG-Abq83A/edit?ts=5f7b5b98>

# World Languages 2.1: Grades 7&8

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**Goal:** During the 2019-2010 school year, World Language teachers will have two professional development days with consultant Laura Terrill to continue their learning on how to develop thematic units. Teachers will work collaboratively to develop unit outlines for level 1 courses in grades 7-8. Teachers will research, implement, and reflect on specific strategies they integrate into one mode of communication over the course of the year. At the end of the year, there will be thematic unit outlines for level 1/grades 7-8 in French and Spanish, and teachers will have a collection of mode of communication instructional strategies implemented as a department.

# World Languages 2.1: Grades 7&8 (cont'd)

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**Rationale:** To develop units of study for instruction that focus on the use of the target language

**Action steps:**

- Continued Professional Development of thematic units
- Department & PLC meetings

# World Languages 2.1 Grades 7&8 (cont'd)

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## Progress:

- Some progress. Draft assessments for units; four PLC meetings to develop goal and start work.
- During the sudden shift to remote learning in the spring, target language use was not an expectation, as communication is impacted by a variety of social/emotional conditions as well as non-verbal communication, both of which were impacted by the pandemic.



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Comments/Questions