

District Goal Objectives 2018-2019

Kathleen Bodie, Ed.D.
September 13, 2018

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.

Grades K-1

- In Kindergarten and Grade 1, the ELA/Reading Department will be administering a rapid naming assessment as part of our ongoing efforts to better understand the cognitive profile of each student as it pertains to reading.

Grades 3-5

- Implement two reading workshop units in grade 3 and pilot two reading workshop units in grade 5.
- Implement TERC Investigations 3.0 - Grades 4 and 5.

Grades 1-5

- Enhance the new elementary FOSS program through development of reading resources, science notebooks, and assessments. In-class modeling will be used to introduce these resources and ideas.

Grades 6-8 Middle School

- Redesign grade 6 music curriculum to provide students with relevant and hands-on learning experiences in creating, performing, perceiving and responding, and making connections between the arts and other disciplines.
- Revise Grades 6-8 Computer Science program to align to the new state standards and to offer all students access to the courses. Update units and curriculum map. Install new technology funded by AEF to support the program.
- Introduce a new computer class for seventh students at OMS.
- Implement Grade 6 science curriculum - standards based curriculum aligned with the latest MA Science Frameworks.
- Pilot of select science materials in grades 7/8 for implementation in 2019/20 and 2020/21 school years.

Grades 6-12

- Revise the Algebra I curriculum.
- Identify essential standards for historical research and vertically scaffold development from grades 6-12.
- Develop a plan for the alignment of APS history and social studies curriculum with new MA State Frameworks.
- Continue to emphasize student ownership of reading.
- Continued focus on voice and perspective in the teaching of reading and writing at the secondary level.
- Develop and pilot thematic units in World Languages

Grades 9-12

- Continue to restructure the HS Visual Art program, including new course offerings and the alignment of all course curricula.
- Develop new biology and physical science lessons to enhance science instruction in Millbrook, Harbor and Summit programs.
- Implement co-taught classes in grade 9 former B level physical science and biology course in order bring the standard up to curriculum A level.
- Implement co-taught physical science and biology classes in grade 9 to bring the standard of former curriculum B level to A level.
- Complete standards-based course outlines for all high school Performing Arts courses.

Grades K-12

- Adapt Digital Citizenship curriculum based on Digital Literacy Computer Science (DLCS) standards K – 12.
- Continue to implement the TAB (Teaching for Artistic Behavior) teaching strategy in art classes at all levels.

High School Certificate

- To increase interdisciplinary programming, pilot the first cohort of the Design Thinking Certificate. Continue to expand and develop the Global Competency Certificate. Assess readiness for a third interdisciplinary certificate program.

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

Grades PK-12

- Develop a district-wide crosswalk outlining the intersection of cultural proficiency and social emotional learning competencies. (SEL/CP).SEL/CP Crosswalk to be used in ongoing curriculum mapping and development in all subjects. (Health/PE, FACS, Visual/Perf Arts, DML, World Languages, Math, Science, History, ELA).
- District SASS (Safe and Supportive Schools) Team will provide leadership for high APS community involvement in the creation of a Safe and Supportive School plan in every school.
- Implement guidelines for the selection of instructional materials for use in performing arts classrooms and performances and evaluate them for educational and artistic quality, and cultural, social, and religious bias.

Grades 7-8

- Implement ASPIRE (Announcements, Snack, Planning, Inspire, Rest, Engage in learning) program at Ottoson to create a learning environment that focuses on students social-emotional needs.
- Educate OMS staff, students, and parents about social media best practices and safety protocols.

Grades 9-12

- Following a successful pilot year, the high school will begin year-one of the roll-out of Collaborative Problem Solving training with Think:Kids from Massachusetts General Hospital.

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 competent and data-informed instructional practices that support student learning and growth.

Grades PK-12

- All APS teachers will engage in at minimum eight hours of cultural competency professional learning experiences.
- Develop a PK-12 SEL curriculum map and comprehensive training for all staff in universal SEL curriculum/programming district-wide PK-12.
- Train 300 staff in Youth Mental Health First Aide (YMHFA).
- Increase diverse narratives in history and social studies curriculum by providing PD, planning time, and new books for teachers.

- Train special education staff to identify reading disorders through diagnostic assessments and design/deliver interventions matched to the profile of the reader. Work with Tuft's Reading and Language Research Center to identify reading disorders and targeted interventions, as well as to develop a standard battery of assessments, developing reader profiles and training for teachers in intervention strategies.
- Engage District Data Team in a book study of *Data Wise* by Kathryn Parker Boudett, Elizabeth A. City and Richard J. Murnane to develop a common understanding regarding how to analyze data to improve teaching and learning.
- Train special education teachers to identify reading disorders through diagnostic assessments and design/deliver interventions matched to the reader profile.

Grades PreK-K

- Train all PreK staff in SEL/APL state standards and implement standards through the Pyramid Model.
- Train all K staff in SEL/APL state standards.

Elementary and Middle

- Train elementary and middle school social workers, counselors, and school nurses to deliver evidence-based Cognitive Behavioral Therapy (CBT) interventions through a MATCH (Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems) protocol.
- Train elementary/middle school staff in Responsive Classroom.

- Provide grade 4 and 5 teachers with professional development support for the implementation of the TERC Investigations 3.0 curriculum.

Grades 6-12

- Provide teachers with professional development for teaching the enhanced lessons in co-taught and special high school science programs (Millbrook, harbor, Summit and co-taught classes).
- Provide World language teachers in grades 6-12 with professional development on researched-based effective instructional strategies that incorporates cultural proficiency and social-emotional learning.

Grades 9-12

- Train general and special education teachers, guidance counselors to meet the needs of students with autism spectrum disorders through an inclusion model.
- Provide professional development for enhanced lessons in co-taught and special science programs (Millbrook, Harbor, Summit and co-taught classes).

Goal Objective 2.2 Increase the diversity of the APS staff over 2017-2018 staffing levels to better reflect the diversity of our students.

- Attend Internship/Student Teaching Fair to attract diverse and qualified candidates for internship and student teaching openings.
- Investigate/ Create opportunities for community members of under-represented groups to participate in district activities, thereby increasing visibility and relationships of our students with adults of varied backgrounds. Example: Guest speakers, mentors, workshop presenters, artists in residence, etc.
- Establish a mentoring program for all new diverse staff with a veteran staff member of color. Establish affinity groups and social/supportive group for all diverse staff in the district.

Goal Objective 3.1 Research and implement a data platform to support the district in collecting, aggregating, analyzing and sharing student data in order to assist teachers in targeting instruction and improving student learning and wellness.

- Distribute EWIS (Early Warning Indicator System from DESE) to all building administrators and analyze the data to inform student interventions and instruction.
- Replace Baseline Edge / IO Education Student Virtual Data Wall used for elementary literacy assessment dashboards with a new program.
- Create a District Data Team. The purpose of the team will be to create a culture of utilizing data to impact instruction, creation of goals, and identification of resources that will ultimately decrease the achievement gap and raise student achievement overall.
- Thompson Elementary School will pilot the use of SWIS (School-wide Information System) suites to track behavior referrals. The progress of the use of SWIS suites will be shared with the other elementary principals throughout the year. Upon a successful pilot, SWIS suites will be adopted by the other elementary schools to track behavior data. The data will be used to track office referrals, assist with creating behavior intervention plans and used in child study meetings.

Goal Objective 3.2 Complete the Schematic Design plans for the high school.

- Submit to MSBA the Preferred Schematic Design (PSR) for approval at the August MSBA Board of Directors Meeting. Respond to all PSR questions from the MSBA by the required deadline.
- AHS Building Committee will sponsor community forums and surveys to elicit feedback on the schematic design for the high school.
- AHS Building Committee will maintain an updated building website regarding the building process.
- Submit the Schematic Design plans for the high school to MSBA by the required date for a vote of approval at the April 2019 Board of Directors meeting.

Goal Objective 3.3 Develop a multi-year financial plan for the Arlington Public Schools.

- Hold a series of stakeholder meetings to discuss the needs and direction on the multi-year financial plan. The goal is to ensure all viewpoints are considered, and that everyone has an opportunity to be heard. Develop a multi-year financial plan by December 2018.

Goal Objective 4.1 Provide all stakeholders opportunities for input into the Schematic Design (Module 4) of the high school.

- Beginning in October, there will be monthly public forums on the Schematic Design Process, except for December.
- Electronic opportunities provided for community feedback following public forums.
- AHS rebuild website will be updated regularly.

Goal Objective 4.2 Provide elementary families timely, user-friendly and up-to-date information on elementary schools and their curricula.

- Communication will be shared through principal and superintendent newsletters with parents/guardians regarding SEL activities in schools along with information about how families can use this knowledge at home to support their students.
- Provide resources for families on digital learning at APS elementary schools.
- Develop of curriculum site on the district website for parents to learn about the elementary curriculum in all disciplines.