



2019 District Goals

School Committee Presentation
Thursday April 25, 2019



Objective

- Provide an overview of what has been accomplished during the 2018-2019 school year to support the [District Goals](#)
- Share about the process, evidence, and how each goal is being assessed
- Respond to comments/questions

Agenda

- Welcome and Introduction
- Present Goal slideshow: Deb P. and Linda H. (ELA); Susan B. (Digital Literacy); Carla B. (ELL); Cindy B. (Health and Wellness); Matt C. (Math); Bill P. (Performing Arts); David P. (Safe and Supportive Schools) Larry W. (Science); Denny C. (Social Studies); David A. (Visual Arts); and Dawn C. (World Languages)
- Respond to Comments/Questions

2019 District Goals: Student Achievement

Goal 1: 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

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.

Digital Literacy

- Spring Digital Citizenship curriculum pilot
 - Based on K – 12 [Digital Literacy Computer Science](#) (DLCS) standards
 - [BrainPOP](#) and [Common Sense Media](#) curriculums
 - Elementary, Middle, and High School classrooms
- Data collected from pilot will be used to create fall rollout plan

ELL

- Piloting DESE ESL MCUs - Standards-based curriculum units (including "Becoming Botanists" and "Explore, Learn, and Protect" (National Parks) developed and implemented by Arlington ELL Teachers
- <http://www.doe.mass.edu/CandI/model/files.aspx?id=1DAA4E0D4BCCFE647379D142EDD7FB3860885CB2>
- "[ESL Unit Sharing Site](#)" created by Arlington ELL teachers - Presented at MATSOL 2018 & 2019 (forthcoming) conferences
- LOOK ACT

Health and Wellness

- Elementary :The elementary PE department focused on reviewing and strengthening our physical education curriculum- SPARKS. We also added a new unit entitled backyard games which includes Corn Hole, Jam Kan, and Ladder Ball. In addition, we researched and collaborated on current issues in physical education.
- Middle School: The middle school PE department focused on student improvement in the Fitnessgram (Gibbs and Ottoson). Our student goal was to increase the total number of students performing in the Healthy Fitness Zone by 10%.
- High School - In most PE classes, students are learning the importance of cardiovascular fitness and measuring their improvement rate through heart rate monitors.

History & Social Studies Student Achievement Work

- [2018 MA Frameworks Alignment](#)
- [1st grade curriculum revision](#) (also goal 2.1)
- [3rd grade Menotomy day](#) (also goal 2.1)
- [5th grade curriculum revision & common assessment](#) (also goal 2.1)
- 6-12 research work
 - [Overview of Goals](#)
 - [Sample Research Skills Student Attitude Survey](#) (given to all students 6-11)
- [8th grade civics course planning](#)
- [Modern World History curriculum revision](#) (also goal 2.1)

Literacy

K-5:

- Introduction of Lucy Calkins Reading Units at [grade 3](#) and [grade 5](#)

6-8:

- Book Club unit at Gibbs--[grant from AEF](#)
- Examination of new titles at OMS

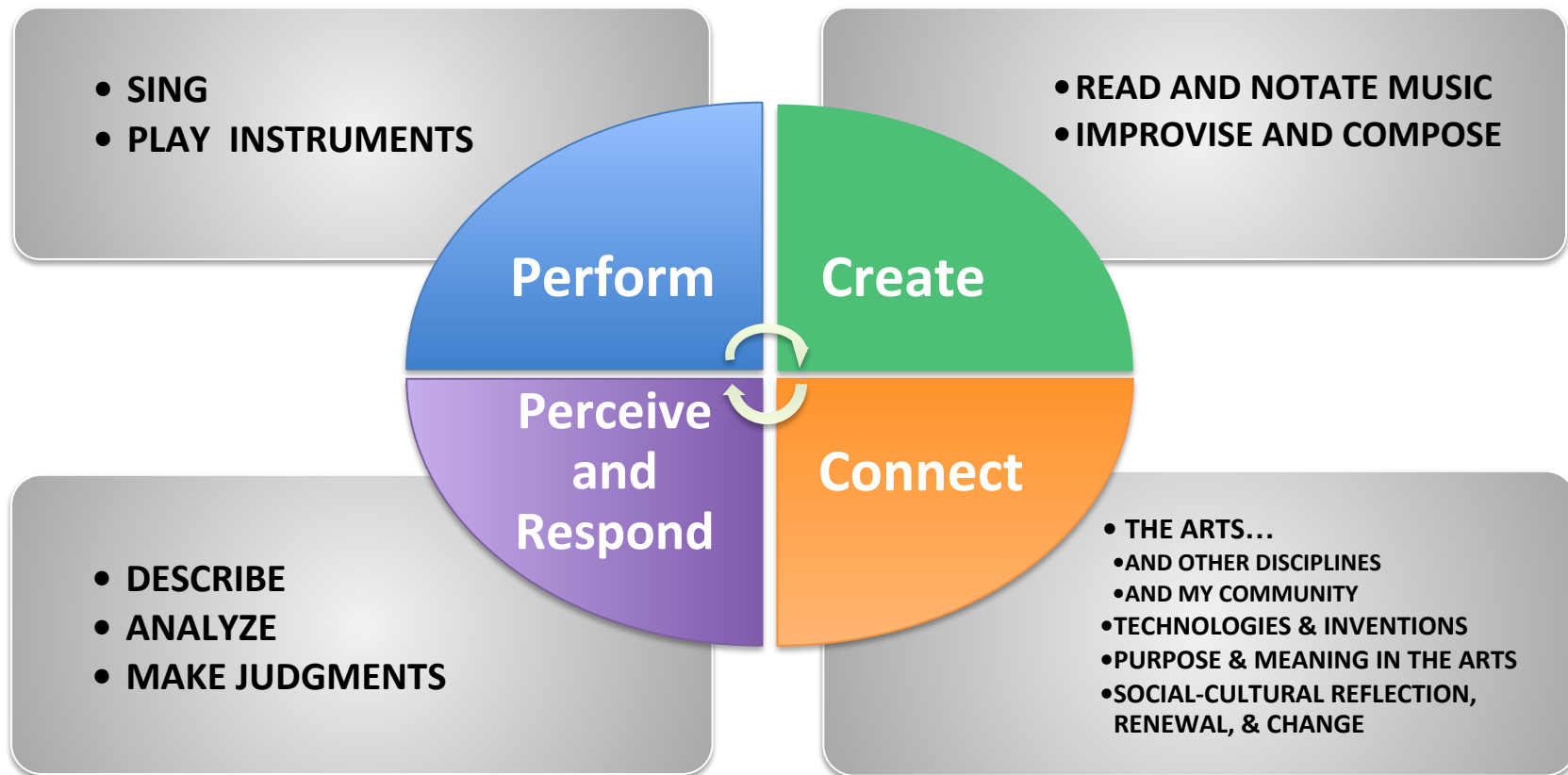
9-12:

- Emphasis on narrative writing at AHS

Math

- Final year of TERC Investigations 3 implementation in Grades K-5
- Utilization of Open Up Resources in Grades 6-8
- Implementation of CME Algebra I at Arlington High School, closure of Curriculum B offering
- Revision of 6-12 computer science offerings, elective courses for 7th and 8th - includes alignment to the new DLCS State Standards

Music Curriculum - Primary Outcomes



Music Curriculum, cont'd

GRADES K-2

- Implemented *First Steps in Music* curriculum sequence
 - Immersion in music making and performance to develop comprehensive aural, singing, rhythmic, and expressive skills
 - Lesson Components

GRADE 6 – Music Explorations (in progress)

- So, What's Rock?!
- Jazz Jam
- The Composer in Me
- Project Block: *Overcoming Adversity* – Expressing Our Culture Through Music

GRADES 9-12

- In progress: Standards-based course outlines
 - Example: Freshman Chorus

School Counseling (6-8 Grade)

Gibbs School and OMS: School counselors in grades 6-8 worked with the Massachusetts Model for School Counseling ([MASS Model](#)) and the individual missions and vision of both the Gibbs and Ottoson schools over the summer. They created a working draft for a [Middle School Counseling Department Mission](#) and then counselors created a comprehensive counseling program, aligned across all three grades, to ensure students would build on their knowledge and experience each year. Each trimester included whole school programming on topics such as: *Growth Mindset, Start with Hello, Random Acts of Kindness, Youth Grief Awareness Day, Signs of Suicide, Great Kindness Challenge, Mindfulness, Social Media, Pride Month, Transitions to Next Year and more. (Also goals 1.2 and 2.1)*

School Counseling (9-12 grade)

High School: This year, high school counselors partnered with the Special Education Department leaders to increase their professional development learning hours on how to best support students with diverse needs. They also completed or are completing a program developed by the DESE using the [*Guidebook For Inclusive Practice*](#), with a series of five working sessions with the team and ongoing job-embedded projects to apply the inclusive practices of SEL, UDL, and PBIS. [This short video](#) describes the framework for inclusive practices. Counselors worked with this framework to ensure all seminars and school counseling programming are made available and accessible to all our students and families. *(Also goals 1.2 and 2.1)*

Science

Offers and supports a 21st Century Science curriculum that gives each student the opportunity to be a scientifically literate citizen, have opportunities to pursue a career in a science field, and understand the ways that the science behind global issues affect human sustainability.

Goal 1.1 Elementary Common Science Assessments

S In order to assure that the new FOSS science curriculum was implemented in alignment with the new 2016 MA STE Frameworks, a series of common assessments has been under development so that we can compare performance in each building. Initial efforts were to focus on grades 4/5.

M To date, we have several common assessments and are meeting on May 30 to review others.

A Science teacher/leaders had initial professional coaching by a FOSS expert twice during the year in how to develop common assessments and will receive additional coaching on May 30.

R Common assessments have focused on questions that cover the content standards and the scientific practices and parallel the MCAS. Utilization of these existing common assessments has not been done yet, but future results will be analyzed to look for ways to improve instructional practices.

T We targeted this year to initiate the project and have that effort under way, and it will be completed during the next school year.



MIXTURES AND SOLUTIONS — *Assessment*

THE FOSS ASSESSMENT SYSTEM *for Grades 3–5*

Contents

The FOSS Assessment System
for Grades 3–5.....

Visual Art

- Visual Art Teachers continue to design an increasing number of “personalized” art projects for all grade levels that give students opportunities to express their own opinions and emotions through their work.
- While skill development remains important, the primary learning objectives of most lessons relate to the development of “studio habits of mind” that empower students to be confident and purposeful makers **and** thinkers. This link shows how many aspects of the visual art curricula help students develop the studio habits of mind that form the framework for all lessons:

https://drive.google.com/file/d/1GmbIR2kbewAhlUzgiYKwse7q4_wE6zTB/view?usp=sharing

Visual Art continued (TAB)

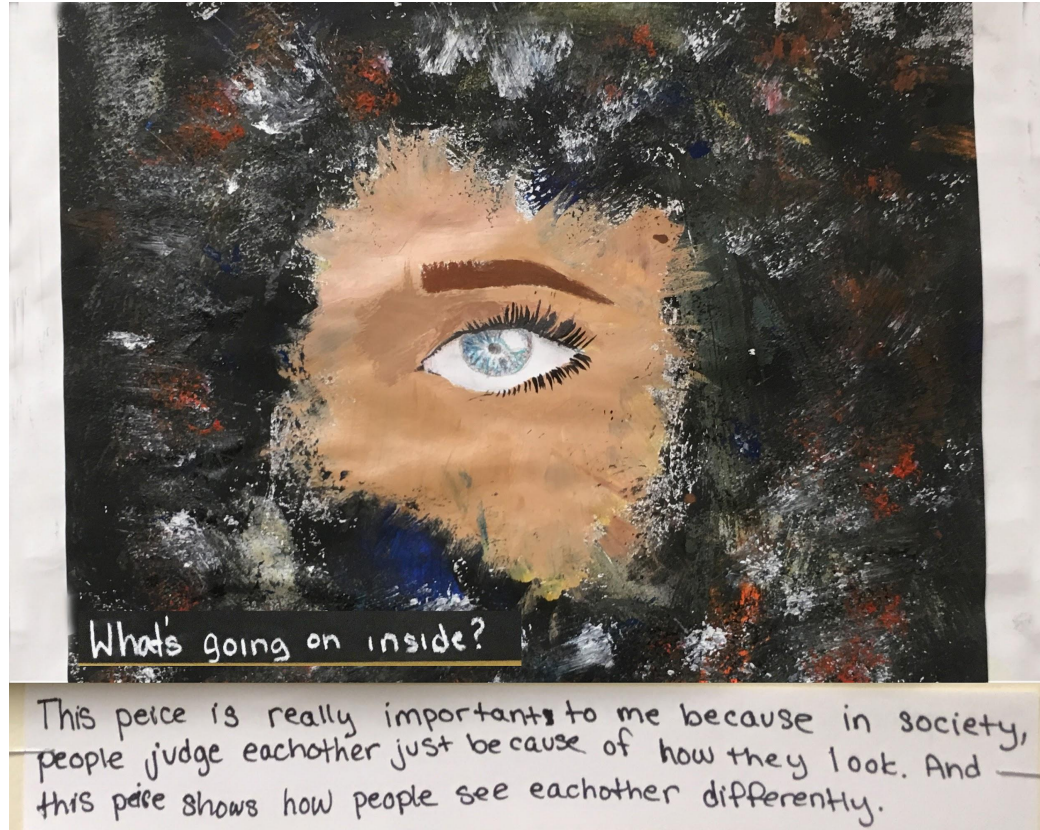
- In an increasing number of schools and across more grade levels students are being introduced to an instructional strategy called Teaching for Artistic Behavior (TAB). This strategy shifts many of the decisions during the art making process from the art teacher to each student. There is also a shift away from the importance of the final product (work of art) and toward the individual creative process that each student engages in to express themselves visually.

<https://drive.google.com/open?id=1Acqu8rbx2kj0WpdBeLZPwS1iQS58n9on>

Visual Art

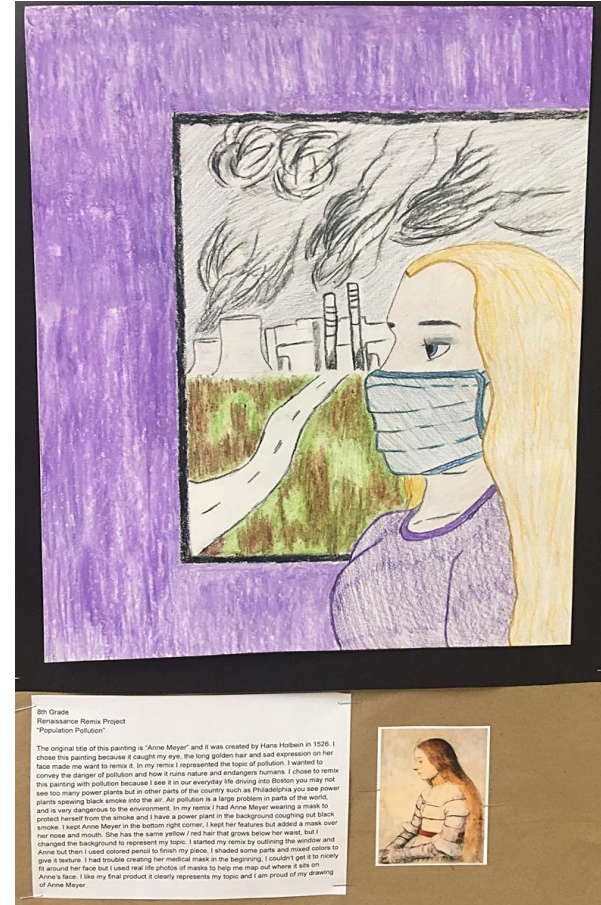
Social and emotional competencies and pedagogy

A majority of work assigned by art teachers encourage their students to reflect on social and emotional issues that affect their lives. This middle school artist makes a critically important personal observation about the world.



Visual Art (continued)

- Students are encouraged and sometimes required to clarify the meaning behind their artwork by writing artists' statements.
- These written statements are displayed with the students' artwork during all school exhibits and often reveal students' deep emotional, social and political concerns.



Student Artist's written statement- 8th grade

8th Grade

Renaissance Remix Project

"Population Pollution"

The original title of this painting is "Anne Meyer" and it was created by Hans Holbein in 1526. I chose this painting because it caught my eye, the long golden hair and sad expression on her face made me want to remix it. In my remix I represented the topic of pollution. I wanted to convey the danger of pollution and how it ruins nature and endangers humans. I chose to remix this painting with pollution because I see it in our everyday life driving into Boston you may not see too many power plants but in other parts of the country such as Philadelphia you see power plants spewing black smoke into the air. Air pollution is a large problem in parts of the world, and is very dangerous to the environment. In my remix I had Anne Meyer wearing a mask to protect herself from the smoke and I have a power plant in the background coughing out black smoke. I kept Anne Meyer in the bottom right corner, I kept her features but added a mask over her nose and mouth. She has the same yellow / red hair that grows below her waist, but I changed the background to represent my topic. I started my remix by outlining the window and Anne but then I used colored pencil to finish my piece, I shaded some parts and mixed colors to give it texture. I had trouble creating her medical mask in the beginning, I couldn't get it to nicely fit around her face but I used real life photos of masks to help me map out where it sits on Anne's face. I like my final product it clearly represents my topic and I am proud of my drawing of Anne Meyer.



World Languages

Professional learning about standards-based thematic units in world languages for the full department, grades 6-12, in order to develop and pilot units in Grades 7-8/Level 1

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.

Social Emotional Learning (SEL)

An initial landscape analysis of current SEL data, SEL systems and SEL programs/practices has begun. Evidence-based practices and programs exist throughout the district with great variability. Future years will look at fidelity of implementation and student outcomes to ensure the work reaches all students.

Pyramid

Second Step

Open Circle

Zones of Regulation

Mind Up

Facing History and
Ourselves

Wellness/Health
Curriculum

Responsive Classroom

Tools of the Mind

Collaborative Problem Solving

Mindful Schools

Core Values/ PBIS

Social Thinking

Playworks

Climate Survey

Goal 2

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 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

- Over the summer, district administrators participated in a book study of, Culturally Responsive Teaching and the Brain by Zaretta Hammond
- This year a District Goal of providing 10 hours of cultural competency training for all district staff was implemented
- On November 6, district staff participated in an all day professional development training that featured Roberto Rivera as the keynote speaker.
- A district-wide Diversity, Equity and Inclusion Committee has been formed
- A planning committee with representatives from all three levels are currently collaborating to plan next year's all day professional development day which will focus on Cultural Literacy.

Data

- A District Wide Data Team was established
- An [AEF Grant](#) was awarded to Arlington to fund a two-year professional development opportunity to train district administrators, curriculum leaders, coaches, directors, interventionists and special educators in the use of the Data Wise Improvement Cycle. The following link is a description of the topics that will be covered during the course:
[Administrator Data Course Syllabus](#)

Digital Literacy

- Student data privacy initiative
 - Established a new protocol for requesting online resources
 - Led district-wide PD on data privacy in January and February
 - Published a resources list on the Digital Learning website
 - Created a [Digital Learning page](#) for families at the [APS website](#) (Goal 4.2)
- Technology-related professional development offered monthly district-wide
 - Sessions created based on teacher feedback

ELL

- Summer ELL professional development on the ESL MCUs and the Collaboration Tool
- Responsive Classroom - Interactive Modeling: A Powerful Technique for Teaching Children
- WIDA Screener & ACCESS online assessments for initial identification and state-mandated testing

ELA/Literacy

- Sharing lessons on perspective and voice in literature at the secondary level.
- Exploring new titles for work in book clubs and whole-class instruction.
- Increased capacity due to two additional coaches in the elementary Literacy Coach team. [[Elementary ELA PD and Coaching Grade Level Highlights](#)]

Health and Wellness

- **Elementary:** We continued to collaborate and share best practices that would foster a strong and relevant curriculum that is culturally responsive, data informed. Discussions focused around responsive classroom in PE and Fitnessgram assessment.
- **Middle School:** The Gibbs incorporated technology tools to address and enhance student social and emotional learning. The Ottoson continued to use technology to digitize the 7th & 8th grade health curriculum as well as create PowerPoint presentations that encourage open and honest discussions.
- **High School:** Developed and revised curriculum on Relaxation(elective) to create life long skills that reduce stress and make time for relaxation exercises. The need came about from YRBS data on students dealing with anxiety, and the focus on SEL learning.

History & Social Studies PD 2018-2019

Elementary

- First Grade: [Re-envisioning the way we teach Africa](#), PD planning sessions ([agendas](#))
- Third Grade: 2 PD sessions: Planning Menotomy Day ([agenda](#) and [resource list](#))
- Fifth Grade: 2 PD sessions- [Exploring new books with diverse narratives for the Colonial/Revolution unit](#) & [working on the common assessment for the Constitution/Bill of Rights](#)

6-12

- [Assessing Our Own Views about Research](#)
- Analyzing Student Survey Data ([agenda](#) & [survey](#))
- Examining the Research about Research ([agenda](#) & [articles](#))
- [Root Problem Analysis & Research Skills Brainstorm](#)

Lesley Institute for Trauma Studies (LIfTS)

This year, over 20 staff from APS completed the multi-year [LIfTS certificate program](#) from Lesley University in how to create and support Trauma Sensitive Schools. This is a major accomplishment with Arlington being only the 4th district in the state as well as the country to have a cohort complete the program! A team of educators and mental health professionals from Japan also paid a special visit to our district to meet with these staff members and learn first-hand how Arlington has worked to create trauma sensitive schools.

Additionally, the first and second courses within the certificate program were offered to Arlington staff and currently over 75 staff have taken at least one graduate level course in the impact of trauma on learning through the university (LIfTS).

An AEF grant along with tuition reimbursement funds partially offset costs for participants.

Math

Final year of TERC Investigations 3 implementation in Grades K-5

- ❑ Paired School Unit Planning Days
- ❑ PD during established Tuesday meetings. Each grade met at least twice per year
- ❑ Summer offerings for planning, developing mathematics content knowledge, and curriculum/standards. Roughly 40% of k-5 teachers attended at least one offering.
- ❑ Coaching and grade level team meetings

Math

Grades 6-12 worked on data review and data analysis

- ❑ PD during established Tuesday meetings.
- ❑ Specific look at sub groups
- ❑ Utilized the data cycle that has been adopted by the district
- ❑ Subset of coaches and 6-8 teachers are now part of a data team
- ❑ Supported AHS teacher in CS summer PD. Supporting another teacher during the upcoming summer.

Performing Arts

Implemented guidelines for the selection of curriculum materials

- Address inclusivity and diversity in the Arlington Public Schools
- Guiding principles
 - Educational significance
 - Artistic significance
 - Cultural balance
 - Awareness of our community

Link: [*Dept. of Performing Arts Guidelines for the Selection of Curriculum Materials*](#)

Performing Arts, cont'd

2018-2019 Professional Development Activities

Elementary Music Faculty

- Peer modeling and demonstrations
- Sharing challenges and best practices
- Review of required curriculum materials
- Responsive Classroom

Safe and Supportive Schools Teams (SASS)

The District Safe and Supportive Schools Team continued their work this year reaching full representation from all buildings in the district. Building teacher leaders and principals gathered monthly to share promising practices and problems of practice. The team continued with [Facilitative Leadership](#) trainings to distribute the skills and experiences from the district team to building level teams. Grant funding allowed for the training to be hosted on campus.

The district-wide SASS team has focused on building internal capacity, collecting relevant data, and planning a SASS communication strategy that incorporates views from various stakeholders throughout the district (teachers, parents, and students).

Science

GIBBS/OMS

(S) Teachers continued the implementation process for the grade 6-8 science resource, iScience, by McGraw Hill publishers

(M) Attended several training sessions on the use of the resources.

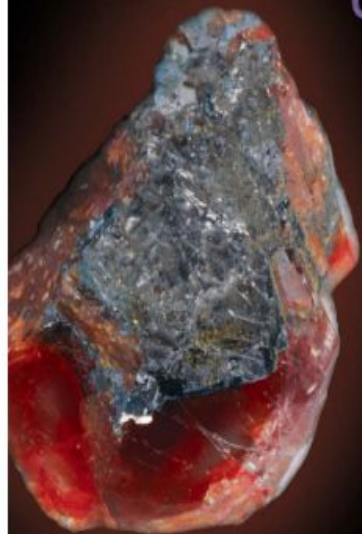
(A) Lessons are being piloted in grade 7 currently.

(R) Focus on ensuring alignment with current standards is emphasized,

(T) Next year grade 7 classrooms will be implementing the new curriculum, and grade 8 will be piloting.

MASSACHUSETTS
GRADE 6

i SCIENCE
Glencoe



Mc
Graw
Hill
Education

MASSACHUSETTS
GRADE 7

i SCIENCE
Glencoe



Mc
Graw
Hill
Education

MASSACHUSETTS
GRADE 8

i SCIENCE
Glencoe



Mc
Graw
Hill
Education

Science - AHS

(S) Grades 9-12 teachers explored cutting edge resources being developed through collaboration with outside resources – Concord Consortium, Harvard Smithsonian Center for Astrophysics, MIT, etc.

(M) These have involved numerous weeks devoted to new instructional strategies such as using a CAD program to solarize a school building.

(A) Teachers were coached to engage students in hands-on design work which utilized computerized feedback software to report the

(R) effectiveness of their design.

(T) This coming June, teachers will lead students to complete aspects of their projects.

FIGURE 1

Realistic-looking model of a school building.



FIGURE 2

Design of a solar power system.



Social Emotional Learning (SEL)

Pre Kindergarten: Staff and leadership met numerous times throughout the summer and school year to deepen and apply the work of the [Pyramid model](#). Training with a Pyramid facilitator had begun in previous years for all staff and paraprofessionals and continued through this year. The [curriculum map](#) was revised and aligned to ensure complete and developmentally appropriate integration of SEL standards with preK goals.

Kindergarten: Kindergarten teachers and paraprofessionals met a number of times to receive a comprehensive training in the [Massachusetts Standards in Social Emotional Learning and Approaches to Play and Learning](#).

1st Grade: First grade teachers received an introductory training on the SEL competencies, [state guidance](#) and state standards in addition to information regarding successful culturally responsive and proficient practices to further [SEL skills](#) with their students.

Visual Art

Professional Development Activities (highlights)

Seven Visual Art teachers attended the three-day National Art Education Association Convention in Boston this year. These are excerpts of teachers' written summaries about their experiences during these very productive three days:

- Kayla McKenna-OMS "Others included topics like - "Challenging our Whiteness and the Ways White Privilege Acts on Art Education," "Keeping Early Finishers Engaged: Pacing Strategies for the Art Classroom," "20+ Strategies for Teaching ELLs in the Art Room. "
- Deborah Campagna- K-5 "Our subject spans so many disciplines and topics, and the NAEA Convention offered workshops and talks on everything from technique, to Social Emotional Learning in the art studio, to learning new ways to set up a successful art program.
- Polly Ford- OMS "I have to mention the Howard Gardner's "Beyond Wit & Grit" session, which brought us back to the importance of the 13 intelligences in teaching and the importance of art as a tool for accessing these different intelligences."
- Aimee Archambault-AHS "I attended sessions on a variety of topics, including integrating student choice into curriculum in meaningful and scaffolded ways, assessment strategies, supporting all learners, and general sessions of artists and researchers discussing their work in the visual arts field."

Visual Art - PD (continued)

- Art teachers attended a full day Youth Mental Health First Aid training learning how to identify, understand and respond to signs of mental illnesses and substance use disorders. The training gives teachers the skills they need to reach out and provide initial help and support to someone who may be developing a mental health or substance use problem or experiencing a crisis.
- Art teachers have been taking courses and attending seminars at the DeCordova Museum, the Artisans' Asylum, the Griffin Museum and other institutions to hone skills in certain media that they teach including photography, fibers, ceramics and woodworking.

World Languages

- Professional learning about research- and standards-based effective instructional strategies, including:
 - Use of target language
 - Lesson Design
 - Learning Targets
 - Collaborative Learning
 - Literacy in the Interpretive, Interpersonal and Presentational Modes
- Department funded external professional learning that supports goal of increased student use of target language

Goal 3

Resources, Infrastructure and Educational Environment The Arlington Public Schools will offer a cost effective education that maximizes taxpayer dollars and utilizes best practices, academic research, and rigorous self-evaluation to provide students and staff the resources, materials and infrastructure required for optimum teaching and learning in a safe and healthy environment.

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.

Data Bank

- The Data Bank assessment platform was piloted using elementary literacy assessment data. The purpose of the Data Bank is to organize and provide access to student assessment data for teachers and related service personnel.
- A Google Form was also piloted at Hardy and Thompson to explore how student behavior data can be added to the Data Bank.
- The following link provides more information about the Data Bank: [Data Bank](#)

Literacy

Using the new data platform to investigate student growth in the area of reading and writing at the elementary level.

Comments/Questions