

Draft 2019-2020 District Goals

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: 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.

History & Social Studies: 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.

Performing Arts: General music teachers in grades 4-6 will engage students in authentic hands-on music making experiences through which they will continue to develop musical literacy skills in reading, writing, and composing music. Teachers will develop two standards-based units of study and common assessments per grade level by the end of the 2019-2020 school year.

Visual Arts: Visual art teachers in grades K-5 will continue to explore and implement the TAB (Teaching for Artistic Behavior) 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-5 to express their own feelings and ideas about a wide range of personal and social issues through their art making.

Visual Arts: By the end of the 2019-20 school year, K-5 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.

ELA:

Grade 1: Teachers will implement the new DIBELS/Acadience phoneme segmentation fluency and nonsense word fluency assessments in 2019-2020. The new assessment is a nationally normed assessment that will provide additional information not available using the current assessments that teachers have been using to target their reading instruction. Teachers will follow the administration guidelines of DIBELS/Acadience.

Grade 3: During the 2019-2020 school year, all grade 3 teachers will implement Lucy Calkins' Readers Workshop units of study, "Building a Reading Life" and "Character Study". In addition teachers will pilot the Lucy Calkins' Readers Workshop nonfiction unit in all elementary schools. The introduction of these units will further the overall implementation of the Reader's Workshop instructional format in grades 1-5.

Grade 5: During the 2019-2020 school year, all grade 5 teachers will implement the Lucy Calkins Interpretation Book Club unit. This unit was piloted during the 18-19 school year. The adoption of the unit across the district will continue the implementation of the Reader's Workshop instructional format for grade 5.

Grades 9-12: During the 2019-2020 school year, teachers in grades 9-12 will pilot a common assessment for narrative writing emphasizing voice and perspective to inform instructional practice.

Science:

Kindergarten: During the 2019-2020 school year, kindergarten teachers will use the "Tools of the Mind" Science Manual for science instruction. The newly organized activities will help to align instruction in the science practices outlined in the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework.

Grades 1-5: During the 2019-2020 school year, students will be assessed using new draft common assessments at the end of each unit. Data will be entered into the Data Bank and shared with the Science Curriculum Director. The data will be analyzed for consistency across buildings to give insights into strong and weak areas of the curriculum and time on instruction. Data will be used to adjust instructional practices.

Grades 6-8: During the 2019-2020 school year, students in grades 6 and 7 will use the new iScience textbook and electronic resources, a set of curriculum resources newly acquired through McGraw-Hill Publishers. The 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. Progress with PBL implementation will be monitored by the Science Director to inform future implementation of PBL activities.

Grades 9-12: During the 2019-2020 school year, 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. Teachers will provide students with Personalized Learning (PL) opportunities by having students focus on unique problems, based on their interest, in small collaborative teams.

Physical Education: Physical Education teachers in the elementary schools will work according to the new specialist schedule being implemented for grades K-3. For the additional ten classes, the Physical Education Teachers will decide which health units from The Great Body Shop to incorporate, and will develop lesson plans to teach these lessons during the school year. 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.

Math: During the 2019-2020 school year, grades 6-12 teachers will continue the department work to meet the needs of all learners. As a result of prior curriculum revisions, course closures and restructuring, and an audit of current assessments, teachers will revise essential standards and assessments that are used to monitor student content knowledge and practice skills that are essential to each course, as well as supporting the development of dispositions expressed in the Vision of Student as Learner.

Computer Science: During the 2019-2020 school year, OMS/Gibbs computer science teachers will continue to revise the computer science curriculum offered in grades 6-8. Grade specific courses will be created for the seventh grade and eighth grade to complete a developed and vertically aligned independent courses for each grade 6, 7 and 8.

Digital Literacy: Students in grades K-12 will take part in 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 curriculums, teachers will instruct and assess students' understanding of concepts and use the data to inform the implementation of the curriculum the following year.

World Languages: During the 2019-2020 school year, World Language teachers will continue the work begun in the 2018-2019 to develop thematic units for 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.

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

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 PK-2: 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.

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: During the 2019-2020 school year, all district staff will participate in ten

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.

Cultural Literacy: During the 2019-2020 school year, members of the 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.

History & Social Studies: Eighth grade teachers will participate in at least one external professional development 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.

Performing Arts: General music teachers in grades 4-6 will participate in monthly professional development in curriculum review and development during the 2019-2020 school year, culminating in the development of standards-based units utilizing Understanding By Design. The resulting product will include two units of study per grade level.

Visual Arts: During the 2019-2020 school year, K-5 Visual Art teachers will meet at least once per month to provide feedback regarding the effectiveness of the TAB teaching strategy. By the end of the school year, conclusions and consensus reached during meetings will be presented to the K-12 Director of Visual Art in written form. The conclusions reached during these meetings will influence the curricular path for the 2020-2021 school year and beyond.

ELA/English: 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.

ELA/English: 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.

ELA/English: 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 the meetings, teachers will share samples of student writing and create a common assessment that will measure student progress.

Science:

Kindergarten: 2016 MA Science Standards require that Kindergarten teachers expand their science instruction for students to experience science practices standards. Starting in the fall of 2019, teachers will receive professional development in using the new Tools of the Mind resource manual for science instruction. Kindergarten teachers will report progress in developing the science practices with K students to the Director of Science, who will help determine next steps in improving K science teaching for the 2020-2021 school year.

Grades 1-5: During the 2019-2020 school year, teachers will receive professional development from the Science Teacher Leaders on implementing the new common assessments. The Science Director will oversee the process and finalize the common assessments for the following year.

Grades 6-8: During the 2019-2020 school year, science teachers will receive professional development on strategies for incorporating Project Based Learning (PBL) units into the curriculum and instruction.

Grades 9-12: Science teachers in selected courses will receive professional development on how to incorporate PBL in the curriculum.

Math: During the 2019-2020 school year, teachers in grades 6-12 will engage in an audit of the assessment structure, which will result in identifying assessments that can be included in the District Data Bank and will revise the essential standards of each course.

Social Emotional Learning: By June 2020, staff in grades PK-2 will demonstrate an increase in their knowledge base and skill set with Social Emotional Learning competencies and classroom application through SEL workshops and optional SEL-focused learning walks. Grades 3-5 will follow in the 2020-2021 school year.

Safe and Supportive Schools: The SASS District Team will increase capacity as demonstrated by the District Capacity Assessment in June 2020 through monthly meetings, focused trainings twice a year and regular communication to and from building-based SASS/SEL/Leadership teams and district administration.

Special Education:

Grades K-5: 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.

Grades 6-12: 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.

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.

Physical Education: 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.

Digital Literacy: 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 using the data collected during the 2018-2019 school year.

World Languages: 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 in 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.

High School Collaborative Problem Solving: Following a successful pilot and leadership development during the 2018- 2019 school year, the high school will enter into a full roll-out of Collaborative Problem Solving training with Think:Kids from Massachusetts General Hospital. The high school schedule will be revised to provide twice monthly Tier 1 training and coaching to all teachers in House-based teams. Additionally, the high school will develop an internal cadre of trainers through Tier 2 training.

Goal Objective 2.2: During the 2019-2020 school year, the Human Resources Director in collaboration with all District Administrators will seek to increase the overall diversity of district staff from current numbers by recruiting qualified teachers and staff with diverse backgrounds to apply for vacant positions within the district.

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: During the 2019-2020 school year, the Assistant Superintendent will work with the English and Math curriculum leaders to identify formative assessments to add to the District Data Bank for teachers and support staff to access. The data from the identified formative assessments will assist with informing instruction.

Goal Objective 3.2: During the 2019-2020 school year, each building principal will establish a school data team to review student data to support academic achievement, behavior, and social emotional learning.

Goal 4: Operations, Communications and Stakeholder Engagement

The Arlington Public Schools will be run smoothly, efficiently and professionally. The district will operate transparently and engage in effective collaboration and responsive communication with all stakeholders. It will provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning in partnership with other Town officials. Through these actions it will create broad support for a high quality education system, that is the community's most valuable asset.

Goal Objective 4.1: Contingent on community approval of a debt exclusion override for the new high school, complete the Detailed Design (MSBA - Module 5) of the high school project. This will be accomplished by working with the Arlington High School Building Committee, Owner's Project Manager, Architects, and Construction Manager at Risk, to develop design and phasing plans for the high school building project with ongoing input from faculty, related groups and the community.

Goal Objective 4.2: By the end of the 2019-2020 school year, the Department of Curriculum and Instruction will create an overview of the district's elementary curriculum and post it on the district's website.

Goal Objective 4.3: Develop a process for planning for the continuing maintenance and upkeep of the high school in the years leading up to the high school rebuild.

**The goals mentioned in this document are subject to change based upon teacher input and student data acquired throughout the year.*