

2019-2020 Curriculum and Instruction District Goals

School Committee Presentation

Thursday September 26, 2019

Goal Objective 1.1

Students will engage in curricula that are designed to support the district's vision of student as learner and which emphasizes transferable skills such as global and cultural awareness, creativity, collaboration, responsibility, communication and critical thinking, remain in alignment with state standards, are coherent within each discipline, and can be measured by common and state assessments.

District (K-12): ELL

Rationale: to incorporate all state-mandated regulations set forth by the LOOK ACT requirements that involve updated forms and parent feedback so that Arlington Public Schools remains in federal and state compliance.

Goal: 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.

Elementary (K-5): ELA

Rationale: To strengthen literacy instruction and align K-5 reading instruction

Goal for 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.

Elementary (K-5): ELA

Goal for 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.

Elementary (K-5): ELA

Goal for 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.

Elementary (K-5): Performing Arts

Rationale: Students in grades 4-6 will engage in authentic hands-on music making through which they will develop music literacy skills in reading, notating, and composing music.

Goal: General music teaching grades 4-6 will engage students in authentic hands-on music making experiences through which they will develop musical literacy skills in reading, notating, 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.

Elementary (K-5): Physical Education

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.

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.

Elementary (K-5): Science

Rationale:

- *K : This will help to align instruction in the science practices as outlined in the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework.*
- *Grades 1-5: So the data can be analyzed for consistency across buildings to give insights into strong and weak areas of the curriculum and time on instruction and so that the data will be used to adjust instructional practices.*

Goal for Kdg: During the 2019-2020 school year, kindergarten teachers will use the “Tools of the Mind” Science Manual for science instruction.

Goal for 1-5: During the 2019-2020 school year, 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.

Secondary (6-12): Computer Science

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.

Goal: 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.

Secondary (6-12): Digital Literacy

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

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.

Secondary (6-12): ELA

*Rationale: To formalize our work in developing student work in narrative writing
Grades 9-12*

Goal: 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.

Secondary (6-12): History and Social Studies

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).

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.

Secondary (6-12): Math

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.

Goal: During the 2019-2020 school year, teachers in grades 6-12 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.

Secondary (6-12): Science

Rationale:

- *Grades 6-8: To enhance instruction for teachers.*
- *Grades 9-12: PBL engages students in increasingly self motivated learning and is more likely to involve real world applied problems.*

Goal for 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. 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. Progress with PBL implementation will be monitored by the Science Director to inform future implementation of PBL activities.

Secondary (6-12): Science (cont'd)

Goal for 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.

Secondary (6-12): World Language

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

Goal: 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.

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.

Elementary (K-5): Social and Emotional Learning (SEL)

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.

Goal for PreK-2nd: 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.

Elementary (K-5): Visual Arts

Rationale: To fulfill the need for increased social and emotional learning at the elementary and secondary levels.

Goal: Visual arts teachers in grades K-5 will continue to explore and implement the TAB 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. Student choice related to theme and materials will play an increasingly important role in lesson development.

Secondary (6-12): Visual Arts

Rationale: To fulfill the need for increased social and emotional learning at the elementary and secondary levels.

Goal: During the 2019-2020 school year, 6-12 grade teachers will learn about additional projects that provide students opportunities to express their personal feelings and ideas through their art making.

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.

District (K-12): Cultural Literacy

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

Goal: 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.

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.

District (K-12): Digital Literacy

Rationale: To provide standards-based professional learning opportunities to promote the purposeful integration of digital learning resources into K-12 instruction

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.

Elementary (K-5): ELA

Rationale: To assist teachers in their implementation of goals

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.

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.

Elementary (K-5): Performing Arts

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

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.

Elementary (K-5): Science

Rationale:

- *Kdg: To align kdg science instruction with the Tools Curriculum*
- *Grades 1-5: To continue to support instruction of the newly adopted FOSS Science Kits*

Goal for Kdg: The 2016 Massachusetts Science, Technology/Engineering Curriculum Framework requires 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 with 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.

Elementary (K-5): Science cont'd

Goal for 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.

Elementary (K-5): SEL

Social Emotional Learning: 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.*

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

Elementary (K-5): Special Education

Special Education: Rationale: To use data to inform instruction and meet the needs of individual learners

Goal for 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.

Elementary (K-5): Special Education (cont'd)

Rationale: to align services and programming to ensure to meet the unique needs of the students for which this program serves

Goal for SLC-A, 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.

Elementary (K-5): Visual Arts

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.

Goal: 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. Discussions will also focus on increasing the social and emotional content of art projects.

Secondary (6-12): ELA

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

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

Secondary (6-12): SEL

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.

Secondary (6–12): History/Social Studies

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).

Goal: 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.

Secondary (6-12): Math

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.

Goal: 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 revise the essential standards of each course.

Secondary (6-12): Physical Education

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

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.

Secondary (6-12): Visual Arts

Rationale: To fulfill the need for increased social and emotional learning at the secondary level and to increase student choice.

Goal: During the 2019-2020 school year, 6-12 grade teachers will learn about additional projects that provide students opportunities to express their personal feelings and ideas through their art making and that increase the amount of choice that students have related to materials, theme, size, and duration.

Secondary (6-12): Safe and Supportive Schools (SASS)

Rationale: In order for the district to carry out the district goals of implementing comprehensive SEL and Cultural Proficiency for all students, the staff need ongoing training and practice in how to carry out the work across all buildings. Additionally, research shows that student learning increases when students are in safe and supportive environments, so this goal underpins ALL district goals and student outcomes.

Goal: 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.

Secondary (6-12): Science

Goal for 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.

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

Secondary (6-12): Special Education

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.

Goal for 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 a 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.

Secondary (6-12): World Language

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

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.

Comments/Questions