

20-21 District Goals

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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: During the 2020-2021 school year, students will engage in effective, engaging and rigorous curricula designed to be implemented in a hybrid or remote learning program. Teachers will use student surveys, student work samples, formal and informal assessments to gauge student progress.

ELA/English: 1.1: Grade 1, 2, and 5

Goal: During the 2020-2021 teachers in grades 1, 2, and 5, will continue the work that was initiated in 2019-20 to reinforce phonics and reading skills. Progress will be monitored through monitoring data in the Data Bank.

Rationale: Strengthen literacy instruction at these grades

| Action Steps | Evidence | Description | Status |
|--|---|---|----------|
| Additional assessments will be added to collect data on discrete skills such as phonemic awareness, accuracy and fluency | Grade 1 and 2: ELA Assessment Guidelines | Grades 1 and 2: We switched the assessment DIBELS Acadience to the DIBELS 8th assessment. We also added in a new DIBELS 8th subtest: the Word Reading Fluency. | Achieved |
| Teachers will be provided PD | Grades 1 and 2: DIBELS training videos | Teachers were provided a webinar on DIBELS8th assessments. Teachers also joined a live PD session to follow up from the webinar. | Achieved |
| Teachers will be given instructional | Grade 5: Teachers were | Videos were created by literacy coach for | Achieved |

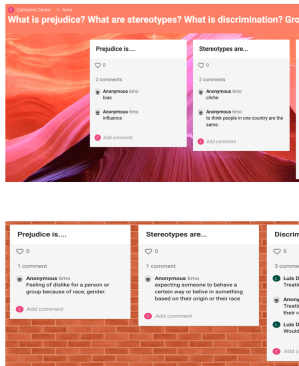
| videos to share with students | provided videos to support students ex: Mrs. OBrien teaches how characters are complicated | teachers to support struggling students | |
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| Teachers will be given PD videos to help support in the teaching of the units | Grades 1-5 The district purchased the videos to support the Units of Study | Teachers were given videos to support the units of study and the teaching of those units. | Achieved |
| <p>ELA/English: 1.1: Grades 9-12</p> <p>Goal: During the 2020-2021 school year, teachers will continue their work to include various narrative forms in the common assessments at the high school. Teachers will analyze the results of the Common Assessments during their PLCs.</p> <p>Rationale: Teachers noticed that students needed to broaden their scope of writing from analytical to include narrative responses</p> | | | |
| Action Steps | Evidence | Description | Status |
| Teachers will share materials in department and PLC meetings. | <ul style="list-style-type: none"> English Depart... English Depart... | Discussion at various department meetings | In progress/Ongoing |
| Teachers will expand common assessments to include narrative options. | <ul style="list-style-type: none"> Freshmen Com... | Each common assessment has a variety of choices for a piece of literature literature | In progress/Ongoing |

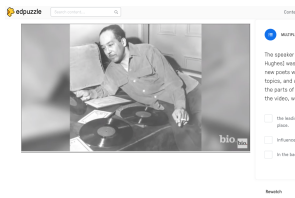
English Learner Education (ELE): 1.1: Grades K-12

Goal: During the 2020-2021 school year, the ELE team will incorporate various interactive ELL online tools to address student engagement in content and academic language. The ELE team will measure ELL student engagement by sampling students' participation through a

combination of student questionnaires and/or teacher ratings of student participation. The ELE team will continue to build relationships with ELLs and their families in hybrid, remote, and/or face-to-face settings, connecting students' experiences to meaningful instruction.

Rationale: Due to the ongoing COVID-19 pandemic, and the shifts in teaching and learning for both students and teachers, it is important to monitor student engagement with the various ELL online tools that supplement content and academic language. It is also important to build strong relationships with our ELL students and families in a hybrid, remote, and/or face-to-face setting during this unique school year .

| Action Steps | Evidence | Description | Status |
|---|---|--|---------------------------|
| Staff will participate in department meetings and PLCs/CPTs highlighting flexibility in EL programming/instructional strategies for distance learning | Secondary PLC | Gibbs, OMS, AHS PLC discussion on online tools | Achieved |
| Staff will attend webinars and conferences addressing the unique needs of ELLs | MATSOL spring conference 2021 | MATSOL for ELLs with various workshops | Achieved |
| Staff will develop informal student questionnaires |  | Student self-reflection informational writing | Will continue upcoming SY |

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| Staff will develop teacher checklists/ratings for participation |  | AHS students worked with various online tech resources | Achieved and will continue next year |
|---|---|--|--------------------------------------|

History & Social Studies: 1.1: Grades K-5

Elementary History/Social Studies Goal 1.1: During the 2020-2021 school year, teachers will work to identify essential learning standards and skills while working collaboratively across grade levels in order to make hybrid and remote learning accessible to all students. The K-5 social studies coach will meet bi-weekly with elementary teacher leaders to gather feedback on weekly learning plans.

Rationale: Due to the ongoing COVID-19 pandemic, teachers have had to make a shift to either hybrid or all remote learning and restructure curriculum units in order to adapt to these new modes of instruction.

| Action Steps | Evidence | Description | Status |
|---|--|--|----------|
| The History/Social Studies director and the social studies coach will meet weekly to discuss curriculum, identifying essential content and skills, and modifications that need to be made due to the hybrid/remote learning settings. | Weekly Check In Calendar Meeting | Each week the History/Social Studies director and K-5 Social Studies coach met for over an hour weekly to go over curriculum and design weekly learning plans. | Achieved |
| The history/social studies director and | Sample Learning Plans | Weekly learning plans included | Achieved |

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| K-5 social studies coach will create weekly learning plans that include essential questions, learning objectives, alignment with standards, learning activities, and multimedia resources for teachers and students. | | objectives, essential questions, teacher materials (worksheets, Google Slides, videos) as well as student materials (Historian's Notebooks as well as worksheets). Each learning plan also included formative and summative assessments. | |
| Establish at least one social studies teacher leader per grade-level as well as in special education and English language learning. | Social Studies Department Org Chart | Established a distributive leadership plan in order to best communicate and coordinate with the social studies team leaders who then communicated with elementary teachers/staff. | Achieved |
| <p>The K-5 social studies coach will meet bi-weekly with elementary teacher leaders to gather feedback on weekly learning plans.</p> <p>Elementary social studies teacher leaders will also help contribute to learning plans by suggesting resources, learning activities, and adapting lesson components to</p> | Social Studies Teacher Leader Mtg Agenda Teacher Leaders | The K-5 Social Studies coach was regularly in contact with elementary teacher-leaders in order to get feedback on the weekly learning plans. Having teacher input into the weekly learning plans, especially from a special education and EL perspective proved to be key in creating materials that could be used for a wide range of students. | Achieved |

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| <p>learning applications like Google Slides, Screencastify, and Pear Deck.</p> <p>Elementary social studies teacher leaders will also solicit feedback from buildings and grade-level teams</p> | | | |
| <p>Classroom materials will be organized and communicated to teachers via Google Classroom once a week</p> | <p>K Google Classroom 1st Google Classroom 2nd Google Classroom 3rd Google Classroom 4th Google Classroom 5th Google Classroom</p> | <p>The social studies department worked in conjunction with other content areas to streamline communication and post materials to elementary teachers on Google Classroom. This led to a central location where all content materials could be found.</p> | <p>Achieved</p> |
| <p>Students will participate in one common performance task per unit. 3rd and 5th grade students will also complete a mid-year common assessment.</p> | | <p><i>Due to COVID, we did not administer a mid-year 3rd and 5th grade common assessment.</i></p> | <p>Incomplete; will resume next year</p> |
| <p>Teachers and administrators will reflect on data gleaned from these assessments in order to make adjustments</p> | <p>Reflecting on Data</p> | <p>Throughout the year, elementary teachers provided important feedback on the social studies learning plans and potential changes to</p> | <p>Achieved</p> |

| to weekly learning plans and instruction. | | make to lessons/units in the future. | |
|---|---|--|----------|
| <p>History & Social Studies: 1.1: Grades 6-12</p> <p>Goal: During the 2020-2021 school year teachers will integrate online learning platforms (Google Slides, Jamboard, Pear Deck, EdPuzzle, Gimkit, Newsela, and Padlet) into their instruction in order to engage students in learning, but specifically to build students' historical thinking skills and give them practice in analyzing primary and secondary sources. Online learning platform dashboards, reports, and formative assessments will be used to measure progress on this goal.</p> <p>Rationale: Due to the ongoing COVID-19 pandemic, teachers have had to make a shift to either hybrid or all remote learning restructure curriculum units in order to adapt to these new modes of instruction.</p> | | | |
| Action Steps | Evidence | Description | Status |
| Teachers will use an online learning platform, as mentioned above, in their classroom at least two times a week. | <p>DBQ Online email</p> <p>Teacher presentation on online tool "Insert Learning"</p> <p>6-12 History Teacher Pear Deck Usage:</p> <ul style="list-style-type: none"> ● # of distinct presentations this year: 2,443¹ ● # of students responding: 5,761² ● # of engagement moments: | Secondary teachers utilized many different learning platforms but got the most use out of Pear Deck, the DBQ Project online resource, Newsela, as well as EdPuzzle and Padlet. | Achieved |

¹ Total # of Presentations (this year): Number of times an individual has launched a new Pear Deck presentation

² # of Students Responding to this Presenter: Captures the number of unique logins to this individual's presentations

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| | 202,925 ³ EdPuzzle Use Newsela Use | | |
| Teachers will collect formative assessment information using the tools provided by the online learning platforms in order to make modifications to their planning and instruction (ex- a teacher will utilize the Pear Deck teacher dashboard and analyze student responses to open response prompts). Additionally teachers will share this data with students individually or as a whole class as necessary. | (see above usage stats) | Pear Deck, for example, allowed teachers to utilize multiple choice questions, short answer text responses, drawing (on maps, photographs), annotating texts, and dragging markers onto various maps, slides, and opinion scales. | Achieved |
| Teachers will utilize department meetings, PLC meetings, and | AHS Dept Mtg Agenda 6-12 Dept Mtg | Due to hybrid instruction and the remote academies, | Achieved |

³ Total Moments of Engagement (this: The number of times a student interacts with a Pear Deck slide/the number of times a student doesn't have to raise their hand to let their voice be heard in the classroom)

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| grade-level team meetings to plan common learning experiences that integrate the above online learning platforms. | Agenda | collaboration among grade-level teachers this year was even more important. This was one through department meetings, PLCs, common planning time, and weekly planning meetings led by teachers. | |
| The history/social studies director will model ways to use online technology platforms in all department meetings. | Using Pear Deck for Dept Mtgs Dept Mtg- Modeling Online Tools Teacher presentation on online tool “Insert Learning” Google Slides Choice Board Using Mote to Give Feedback to Students | Throughout this year at all department meetings, the History/Social Studies director led meetings with the online tools that we wanted teachers to use. Teachers got to experience these tools from the student perspective which proved powerful in leveraging these learning platforms in their classrooms. Teachers also got to share best practice using these tools with each other. | Achieved |
| The history/social studies director will use observations and walkthroughs to create a list of hybrid and remote learning best practices. | Zoom Participation Best Practice in Observation Write Up | Based on observations and walkthroughs, the History & Social Studies directly frequently sent out documents to | Achieved |

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| | | teachers highlighting best practices. | |
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Mathematics: 1.1: Grades K-12

- Goal:** During the 2020-2021 school year, grades k-12 teachers will continue our work to meet the needs of all learners. As a continuation of the work that began last year, we will again focus on essential standards and the assessments that we use to monitor the progress of our stated values among the students.
- Rationale:** To focus the work on ensuring that all students receive a consistent, core education.

| Action Steps | Evidence | Description | Status |
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| Teachers will continue to revise the essential standards and essential questions of each grade/ course of each curriculum map. These standards will include both content and practice standards. | Modified Curriculum maps Ex. Gr. 4 | During the year, teacher teams met to revise their curriculum maps to reflect the essential learning for the year. | In Progress This goal will continue for the next two years as we work to ensure mastery of essential learning post pandemic. Future courses will need to be adjusted as some concepts from this year were not covered in full. |
| Revise administered assessments to ensure we provide timely feedback, assess our essential standards, include formative and summative assessments, and to leverage technology when relevant. | Modified Curriculum Maps Dreambox IXL | Due to the multi platform nature of this year, teachers utilized | In progress |
| Identify a variety of | IXL | Due to the pandemic, | Achieved |

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| assessments, including performance tasks, long term projects when appropriate, and open tasks that promote student creativity and individualization | Dreambox PearDeck Desmos Assistments | most of the shifts were related to tech platforms. | |
| Focus on assessment of fluency at the lower elementary grades. Coordinate efforts among the math coach and math intervention teams. | Dreambox | Due to the pandemic, most of the shifts were related to tech platforms. We will return to the in person assessments over the next few years | Achieved |
| Review the data that can be extracted from Dreambox and IXL. Analyze their usefulness in identifying tier 1, 2, and 3 needs. | Math Coaching team routinely analyzed data during weekly meetings Math Intervention team routinely analyzed data during weekly meetings Math Coaches scheduled meetings with each building principal to review available data PD - grades 2/3 , AHS | The platforms will be continued next year. A goal will be to track year to year change as well as assist with Tier 1 planning. | In progress |
| Coordinate efforts with the district goal of aggregating data in the District Databank. | iReady data for each window was updated | The data was used to support math intervention teachers and shifts in core instruction | In progress |

METCO Program: 1.1: Grades K-12

Goal: During the 2020-2021 school year, the team will continue to provide academic and social emotional support to students. Specific actions include, but not limited to access to formal tutoring and group check-ins. Progress will be monitored by reviewing grades and obtaining feedback during student community meetings.

Rationale: During the spring of 2020, students had to quickly shift to a remote learning program. To respond to the impact of school closure, METCO staff devised tiered intervention supports to assist students with managing their emotions and behaviors with the goal of supporting their academic success. The tiered interventions will be ongoing during the current year to support students who are enrolled in a hybrid/remote learning program.

| Action Steps | Evidence | Description | Status |
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| The director and social workers will have bi-weekly community meetings with students to create a space for students to have authentic conversations about their academic progress and their ability to maintain positive relationships with their teachers and peers. In addition, students will be given the opportunity to discuss social justice events in an environment in which their peers share their same racial/ethnic background. | The team created student meeting schedules; however, the team found minimum participation from students. As we probed, the students felt things were better since they were remote. See notes here . We continued to check in with students 1:1 and through outreach to parents/caregivers. See summary here . | Team members (director, and social workers) reached out to students individually to do academic and social-emotional check-ins. Also, teams were able to provide resources and support to students when necessary. | In progress/Ongoing |

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| The team will survey the students to chart the students' social emotional well-being. | The team crafted an example survey here . for students. | Although the team gave surveys to the students, a small percentage of students completed them and pivoted to listening sessions. | In progress/Ongoing |
| The program will continue to communicate with students through google classroom to provide weekly curriculum that will include thought-provoking questions for future community discussions. | Google classrooms created for high school, middle school, and elementary. Weekly information and questions were posed to students. | | In progress/Ongoing |
| Virtual family meetings will be held every three months to give families the opportunity to give an anecdotal overview of how the school year is going. | Four events were held during February, March, and May virtually and in person. Event notes here . | <p>February: Bridging Two Communities event invitation to Arlington and Boston families and scavenger hunt and other virtual games to build community.</p> <p>March: Boston City Councilor joined families to discuss summer programs, community service opportunities for students, and community vaccination sites.</p> <p>May: Families met at the Arboretum to take in the park's sites.</p> | In progress/Ongoing |

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| | | May: Parent Advisory met with a consultant to restructure family meetings and work on family engagement. | |
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Performing Arts 1.1: Grades K-12

Goal: During the 2020-2021 school year, music teachers will implement content-based digital learning platforms to directly engage students to develop essential musical skills in a remote environment: aural perception; music literacy; critical response in both classroom music and music ensemble programs. Primary attention will be placed on QuaverMusic (grades K-5); Soundtrap (6-12 where appropriate); SmartMusic (grades 3-12 instrumental music); SightReadingFactory (grades 6-12 chorus). Teachers will measure student progress in specific skill areas using built-in platform tools and collect student feedback via surveys to gauge student engagement.

Rationale: Improve music learning and enhance student engagement in a remote environment supported by the use of online tools.

| Action Steps | Evidence | Description | Status |
|---|--|--|----------|
| Identify musical skills and concepts that can be effectively taught in a remote environment | QuaverEd - Exemplars SightReadingFactory Learning Tools/Activities SmartMusic- Exemplars SoundTrap- Exemplars | Teachers aligned QuaverEd content with the K-5 curriculum (to the extent possible in a remote environment). Students engaged in learning activities during class and completed | Achieved |
| Develop a systematic | | | Achieved |

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| approach for selecting online learning activities that support live synchronous teaching | | assignments on the platform while at home. | |
| Use online platform-based formative assessments to track student achievement. | QuaverEd - Exemplars SightReadingFactory LearningTools/Activities SmartMusic- Exemplars | Teachers used assessment tools on the platforms to provide students with direct feedback and to check for understanding. | In progress |
| Survey students to collect feedback on engagement. | | To be completed in June 2021 | In progress |
| Assess the effectiveness of online tools based on student achievement with an eye on continued use of online tools | Quaver Faculty Survey Summary SightReadingFactory Choral Faculty Survey SmartMusic Faculty Survey SoundTrap Chorus Faculty Survey Summary SoundTrap OMS/MS General Music Faculty Survey SoundTrap HS Music Technology Faculty Survey | Faculty members provided data (primarily qualitative) to describe student engagement and virtual participation, perceived musical growth of the students, anecdotal comments about how they integrated the technology into their teaching, and the platform's overall effectiveness. | Achieved |

Goal: During the 2020-21 school year, the science department will continue to adjust, and adapt the K-12 scope and sequence in order to continue offering an engaging, effective and rigorous curriculum through inquiry-based, hands-on learning regardless of instruction delivery (remote/hybrid). This will be accomplished through, but not limited to, the use of 1-2 reverse field trips (AHS), in 1-2 class labs/activities per unit (hybrid), 1-2 at home labs/activities (all) and 1-2 simulations per unit (3-12).

Rationale: continue offering students a high quality, rigorous science education despite the current global pandemic.

| Action Steps | Evidence | Description | Status |
|---|--|---|---------------------------------|
| Create lessons and activities that can be adapted or modified regardless of delivery method. | Elementary-grade 5 Middle School-grade 7 High School-grade 9 | Here are example lessons from elementary, middle and high school that have been created to be delivered synchronously or asynchronously | Achieved |
| Use, adapt, and incorporate tools purchased by the district (Gizmos, Peardeck, Edpuzzle etc) as appropriate | Elementary-grade 5 Middle School-grade 7 High School-grade 9 | Here are example lessons from elementary, middle and high school that have been created to incorporate different tech tools. | Achieved |
| Use student feedback to adapt lessons as needed | | | In progress-end of year surveys |

Visual Arts Goal 1.1: Grades K-12




Goal: During the 2020-21 school year, the K-12 Visual Art Department will continue to investigate, implement and evaluate the Teaching for Artistic Behavior (TAB) philosophy of




art education. The success of this research and implementation will be measured by the examination of student artwork, student written statements and on teachers' lesson plans and instructional practice. New rubrics will reflect the increased emphasis on student choice, student independence and on students' ability to express personal feelings and ideas.

Rationale: The department began intensive work on TAB during the 2019-20 school year thanks to a generous Arlington Education Foundation Development and Expansion grant. That work was cut short by COVID-19, but this work needs to continue even in a remote way. The TAB approach to delivering art instruction empowers every student to become an independent artist and thinker. A "TAB" art teacher recognizes that their students are already artists and need to be given the power of choice and artistic self-determination in the art room (virtual or otherwise).

Progress:

- The Arlington Education Foundation has been contacted and it was determined that the AEF grant project and related funding can extend into the 2020-21 school year.
- TAB experts have been contacted and have agreed to continue their collaboration with the K-12 art staff.
- Many K-12 art staff student learning goals and professional practice goals developed this fall include TAB research, TAB implementation, and TAB and SEL professional development.

| Action Steps | Evidence | Description | Status |
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| Renew relationships with TAB consultants who were instrumental in the PD work completed last year. Contact the AEF to confirm extension of TAB grant |  TAB Planning ... | Email showing planning for TAB grant during 2020-21 | In progress |
| Work with K-12 art teachers to tailor their student learning goals and professional practice goals so that |  Notes for K-5 ...  Request for OMS | Curriculum planning as schedules changed at K-5 level Teachers sharing | Completed |

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| they include continued professional development and implementation of TAB including in a remote teaching environment. | | remote teaching strategies | |
| Utilize department and common meeting time to investigate the connections between TAB, SEL and the Studio Habits of Mind. |  Rubric_ Studio... | Sample rubric using the Studio Habits of Mind as performance criteria | In progress |
| Promote art instruction that is choice-based, student-centered and culturally proficient and curricula design that includes anti-racism and an emphasis on students' freedom of expression. |  Youth Banner ...  [Template] Act... | 2021 Youth Banner Call for Art Sample curriculum unit on Social Activism. | In progress |

Wellness Goal 1.1: Grades K-5

Goal Objective 1.1: During the 2020-2021 school year, Wellness teachers will create classrooms remotely, identify skills and concepts to be taught and engage students in meaningful lessons through a variety of platforms. Students will be measured by participation, and engagement to gauge

student progress.

Rationale: The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity while having fun.

Progress on the goal: Google classrooms and Links created, Student attendance on Zoom, List of Wellness Concepts and Skills. Collection of feedback in Google Classroom. Morning meeting lessons, attendance & participation of students.

| Action Steps | Evidence | Description | Status |
|--|---|---|----------|
| Create Google classrooms by Sept 21, 11/30./20, 2/28/21, and 4/26/21 with the link for students taking PE that quarter . | Link to Q4 schedule for all elementary Schools | This was accomplished for all classes except the 2/26 date when students returned to class, except for those that remained remote and were taught by PE teachers in school. | Complete |
| Identify Wellness skills and concepts that can be effectively taught in a remote environment by Feb 28. | Topics Identified Middle School <u>Overview of Wellness remote learning curriculum:</u> https://docs.google.com/presentation/d/1pVU9qCYr28KFkLdv9hMyFmszJA_7R9mQCDbm7PTvN8k/edi | Skills Were identified in Meetings with Wellness staff | Achieved |

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| | t#slide=id.g9347d72e17_0_5 | | |
| Creation of PE home kits | Sample Parent Letter | Sample letter sent home in the fall outlining Zoom Expectations, PE Kits, and links to Class. | Achieved |
| Create lessons that engage students in physical activity both synchronously and asynchronously. | Samples of asynchronous lesson plans Middle School: Asynchronous https://docs.google.com/document/d/1KWmhdFGkEuaYQ8OTJsj2crG_G_pyU3h3mbSwsBnAjck/edit Health Related and Skill Related Fitness Assessment https://docs.google.com/document/d/1EtJCgUWN41QKYVAy_YSBbJcPI7aIdW2wIkzEwhcJFAM/edit | virtual PE classroom | Achieved |
| Create a tool for collecting student feedback. | Zoom polls | (We used zoom polls for feedback) | Achieved |

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| <p>Develop a systematic approach for selecting online learning activities that support live synchronous teaching.</p> | <p><u>Resources</u> <u>Virtual Sample</u> 1) Warm up/exercise activity(https://www.youtube.com/watch?reload=9&v=JhuM6L6Lek8&t=29s) 2) Skill development (https://www.youtube.com/watch?v=0-NzdNxJt10&t=167s) 3) Closing activity (https://www.youtube.com/watch?v=OxTkUUrlyyQ&feature=youtu.be)</p> <p><u>Middle School:</u> <u>Examples of Synchronous lessons:</u></p> <p>Health Lessons:</p> <p>Alcohol: https://docs.google.com/presentation/d/15ossv0H5FYqbIICWu2xUZlss5MBETF3_hHuZSi258Qs/edit#slide=id.gab2eadce49_0_124</p> <p>Marajuana: https://docs.google.com/presentation/d/1z2WLIEnBbXw5y44qSSDKX</p> | <p>Personal lessons developed and a plethora of resources were available.</p> | <p>Achieved</p> |
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| | zxXpx75-SJx38gC3e89lSY/edit#slide=id.ga919d0d52c_0_1 Vaping: https://docs.google.com/presentation/d/1fhVW-N5LAgrH7pKTAyg5NMVDNax96i2DzLdTqCKO2eA/edit#slide=id.p Personal Fitness: https://docs.google.com/presentation/d/1pVU9qCYr28KFkLdv9hMyFmszJA_7R9mQCDBm7PTvN8k/edit?ts=60abd1f9#slide=id.g91971bab26_1_0 | | |
| Morning meeting involvement | https://docs.google.com/presentation/d/1ByKKZNcuG-SoDjxFbnGrBSBVrfo_ZgPfdiNp_FSlvAg/edit https://docs.google.com/document/d/1GY11_s5AMXVWTVXJtcLBbhZShTRnWqLJvjHmvTthVBo/edit | Link to a sample | Achieved |
| Wellness Goal 1.1: Grades 6-12 | | | |

Goal: During the 2020-2021 school year, Wellness teachers will create classrooms remotely, identify skills and concepts to be taught and engage students in meaningful lessons through a variety of platforms. Students will be measured by participation, engagement and a variety of formal and informal assessments to gauge student progress.

Rationale: To Implement curriculum and content-based digital learning platforms to directly engage students in developing essential Physical Fitness and Health skills in a remote environment during the 2020-2021 school year.

| Action Steps | Evidence | Description | Status |
|--|---|--|----------|
| Create Google classrooms by Sept 21 with the link (grades 10-12 electives will be by the beginning of each quarter) and post certain activities. | Links to HS Q3 classes Links to Ottoson: https://classroom.google.com/c/MTY4MDcwNTQxNDIy https://classroom.google.com/c/MTY4MDI5ODgwMTMz | Links to Grade 9 and 10-12 electives in Q3 | Achieved |
| Identify Wellness skills and concepts that can be effectively taught in a remote environment by 2/21 | Grade 9 Remote Outline MS: Zoom dept meetings and Topics Identified: Join Zoom Meeting https://us02web.zoom.us/j/83624810216?pwd=bUJONVRZOWpLRXlmbEM3cm56UngxZz02 | | Achieved |

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| | <u>MS overview of Wellness remote learning curriculum:</u> https://docs.google.com/presentation/d/1pVU9qCYr28KFkLdv9hMyFmszJA_7R9mQCDbm7PTvN8k/edit#slide=id.g9347d72e17_0_5 | | |
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World Languages Goal 1:1: Grades 6-12

Goal: Teachers will integrate online tools and platforms (EdPuzzle, Extempore, Gimkit, Google Slides, Jamboard, Pear Deck, and Padlet) into their instruction in order to engage students in effective online language learning, and will provide opportunities for communication in the target language.

Rationale: Due to the ongoing COVID-19 pandemic, all world languages teachers have had to make a shift to all remote learning and restructure curriculum units in order to adapt to this new modes of instruction.

| Action Steps | Evidence | Description | Status |
|---|--|---|---------------------|
| Teachers will plan common learning experiences that integrate the above online learning tools and platforms during department and PLC meetings. | There was effective collaboration during PLC meetings and teachers shared strategies and resources, including their use of the online learning tools. However, we did not insist on common learning experiences. There were de facto common learning | As we roll out new curriculum in level 1 next year, we will pilot common learning experiences by unit, integrating the online learning tools; some of these will be the | In progress/ongoing |

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| | experiences by course/language, that were more organic in nature. | | |
| Teachers will use resources of online learning platforms to gather formative assessment information to adjust planning and instruction. i.e. use EdPuzzle dashboard to identify <i>types of questions</i> that need review; use Extempore dashboard to analyze sentence length. | EdPuzzle Use Pear Deck 6-12 WL Teacher Usage (26 teachers): <ul style="list-style-type: none"> ➤ # of distinct presentations this year: 1982⁴ ➤ # of students responding: 2226⁵ ➤ # of engagement moments: 166,935⁶ Extempore Volunteer basis | As we roll out new curriculum in level 1 next year, we will use Extempore for interpersonal assessment, effectively rolling out it's expected use as a department tool by course level. | In progress |

⁴ # of distinct presentations this years: total number of times WL teachers launched a new Pear Deck presentation

⁵ # of students responding: captures the number of unique logins to total WL teachers' presentations

⁶ # of engagement moments: total number of times a student interacted with a Pear Deck slide/a student doesn't have to raise their hand to let their voice be heard in the classroom, for the total WL teachers' presentations

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.

Goal: Students in grades PK-12 will have increased access to trusted adults and safe /supportive learning environments, in person and virtually, as demonstrated through an improvement in assessed scores and item analysis within climate surveys and student SEL measures.

Rationale for Goal: This year student connection to community, through adult and peer relationships is paramount to engagement. The quality of student relationships, connectedness and belonging will have a direct relationship on the quality of their learning, whether in person or learning.

| Action Steps | Evidence | Description | Status |
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| Students will have a touch point adult to connect with every school day via a live session of learning, or in person learning. Students will also have additional methods of communication to hear from and reach out to adults such as GC, email, websites, drop in Zooms, in person field trips, clubs and more. | See the APS return to school plan for 20-21 year. APS Fall 2020 Proposed Reopening Plan | Multiple forms of communication used, reopening of schools in safe manner, remote teachers continuing to offer multiple mediums of communication | In progress/Ongoing |

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| Climate surveys will be administered twice a year, once in the fall and once in the late spring. | 3-5 6-12 Staff | Panorama surveys administered in Fall, second survey in progress | In progress |
| PBIS and MTSS measures may be used by Academy schools. Whole Child measures may be used. | Lessons Stress Less Group Whole Child Community Group Whole Child Event | Thompson, Bishop, Hardy and Gibbs using PBIS. Whole Child Lessons available to all and used in small groups in conjunction with the mental health screener | In progress |
| Adults in the district will receive robust training before school starts in SEL competencies and self/collective care to ensure their ability to model and teach SEL skills and create positive learning environments in person and virtually. | PD More here SEL Day Overview | SEL PD was offered before start of year: 6-12 SEL intro, Priority SEL learning 6-12, SEL & Trauma training for Elementary, and trainings on equity and family outreach. | In progress |
| 30 Day Mindfulness Challenge will be held for all staff in October to support staff wellness at the start of the year. Wise@Work app will be used throughout the year to support | 27141 total minutes of usage, 300 total staff usage | Around 250-300 staff participated in Wise@Work and two challenges on self healing/care were offered in Oct. and March. | Achieved |

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| staff wellness. | | | |
| SEL PD will be continued throughout the year to support staff development of the three competencies for the year. Kernals will be introduced and taught monthly with support from University of Alabama. | Teacher PD KPD Resources Resources Advisory Educator Resilience Panorama Responsive Classroom Advisory | SEL PD offered explicitly to K staff, explicit resources created, Kernels introduced to HS and incorporated into advisory, PD offerings for summer/next school year in progress | In progress |
| SEL Coach will support implementation of SEL curriculum in the lower grades at select buildings. | -Dallin using -Preschool explicitly using -Overview | SEL coach supported SEL curriculum of Second Step at Dallin and worked explicitly with HS advisory to incorporate SEL curriculum and practices - all lower schools have second step materials, implementation has yet to begin and will be revisited next school year | In progress |
| RULER will be implemented at OMS and AHS within Advisory. | District, OMS and AHS teams trained. Gibbs team and second District team enrolled for summer | RULER training over the summer for OMS and AHS teams, working with RULER coach to begin implementation and | In progress |

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| | '21 training. | training process | |
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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 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 Prek-12

Goal: During the 2020-2021 school year, Arlington Public School staff will participate in 8 hours of anti-racism training that focuses on the development and implementation of activities and lessons that focus on identity and introspection. Progress will be measured by achievement and family, student and staff survey data.

Rationale: Historical student achievement data exhibits that students of color within the District perform at a lower than their white peers on local and state assessments. This gap in performance suggests that students of color are not receiving the same opportunity to succeed within the District. Thus, District staff need to develop an understanding of how their identity impacts their practice and learn how to develop lessons that invite their students to use their cultural background to enhance their learning experience.

| Action Step | Evidence | Description | Status |
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| District staff will participate in 3 hours of training that focuses on identity and introspection during the 9-days of pre-professional days at the beginning of the year. | September 9-Day PD Calendar | On September 15 and 16, K-12 staff participated in 3 hours of PD on racial identity training. | Achieved |
| All staff will participate in 3.5 hours of anti-racism training focused on identity and introspection during the AM portion of our Nov 3 professional development day. | November 3 Agenda | The agenda exhibits the topics and timing that were covered on November 3. | Achieved |
| Building administrators will use their faculty meetings to provide additional professional development on identity and introspection | <p>Sample Agendas:</p> <p>Hardy Faculty Meeting Agenda</p> <p>Black History Month Resources</p> <p>Dallin Faculty Meeting PD</p> | Principals have included topics of equity during their faculty meetings. | In progress/Ongoing |

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| Arlington families, staff and students will respond to a survey administered 2 times during the year, once in the fall and once in the spring | Panorama Staff Survey Results Panorama Student Survey Results for Grades 3-5 Panorama Student Survey Results for Grades 6-12 Panorama Family Survey Results | <p>The results from the first Panorama for families, staff and students has been disaggregated and analyzed.</p> <p>The second Panorama survey window is taking place end of May and beginning of June.</p> | Achieved |
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| Goal: During the 2020-2021 school year, a district wide District Diversity, Equity, and Inclusion Team will be created. The DEI team will develop a mission and vision statement and develop short term and long term goals for the district. Progress will be measured by the goals created by the DEI team. | | | |
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| Action Step | Evidence | Description | Status |
| Create a district wide diversity, equity and inclusion committee | DEI District Team Overview | This slide deck gives an overview of the work that has been completed by the DEI core administrative team this year. | In progress |
| Use a variety of data sources to set short term and long term goals for the district | Panorama Survey Results 2020 Arlington Public Schools Multi-Year Discipline Report | The evidence shared represents different data sources which exhibit the opportunity gap that exists in Arlington Public Schools and supports the need to integrate topics of | In progress |

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| | 2019 MCAS Report | race into our curriculum. | |
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Digital Literacy 2.1: Grades K-12

Goal: Digital Learning professional development will be offered to teachers throughout the school year. The format and delivery for the professional development will be designed using instructional goals and data collected during the spring and fall of 2020. Progress will be determined by PD attendance and exit ticket feedback.

Rationale: In order to ensure the integration of newly acquired digital resources in the hybrid and remote academy, monthly professional development will be offered district-wide.

Progress on the goal


- Evidence of progress will be determined by PD attendance and exit ticket feedback
- Metrics used to determine progress: 1) number of staff attending PD, and 2) usage data obtained from Clever and resource reports

| Action Steps | Evidence | Description | Status |
|---|--|---|---|
| Create a schedule of PD sessions using November 3rd PD feedback survey data | Weekly office hours | Each week the digital learning department scheduled office hours to give staff access to more immediate help. | Achieved |
| Create and share monthly sign up forms | | Instead of asking staff to sign up, we had recurring office hours that anyone could join. | Using sign up forms was not used this year. |
| Refine PD based on feedback from | Clever PD 5th grade email | As our department became aware of staff needs for PD, we | Achieved |

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| attendees and team debrief sessions | rollout Seesaw PD | used the Wednesday office hours to teach apps or answer questions about an initiative (i.e. 5th grade email) | |
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| <p>ELA/English: 2.1: K-5</p> <p>Goal: During the 2020-2021 school year teachers will implement new online tools that will provide data to inform instruction that supports student learning and growth. Literacy Coaches will monitor progress by examining usage data and its impact on assessment scores in the Data Bank.</p> <p>Rationale: Due to the hybrid/remote learning environments teachers need alternative tools to engage and differentiate student learning.</p> | | | |
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| Action Steps | Evidence | Description | Status |
| Provide webinars for teachers to learn new online programs | Lexia training videos Raz Kids training videos Scholastic Pro training videos | Teachers were provided Lexia and Raz-Kids webinars. Teachers were also provided a webinar for Scholastic Pro. | Achieved |
| Create resources for teachers on the how to's of the programs | Lexia How To Video Raz- Kids How to Video Scholastic Pro Resource Padlet Scholastic Pro Assessment Video | <p>Teachers were provided videos to support logging in and rostering students on Lexia and Raz-Kids.</p> <p>Teachers were provided resources/videos for</p> | Achieved |

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| | | support to help navigate Scholastic Pro | |
| Communicate with caregivers about the workings of the programs | Lexia How To Video | A video was created to explain how to log into student accounts in Lexia. | Achieved |
| Create opportunities for teachers to look at student data to guide instruction | Lexia PD | A live PD session with Lexia was provided for teachers. The PD included how to look at student data within the program. | Achieved |
| Provide PD for teachers | Raz Kids training videos Lexia PD Scholastic Pro training videos Lucy Calkins Virtual Resources and Videos | <p>Teachers were provided PD sessions in Lexia and Raz Kids</p> <p>Teachers watched a Scholastic pro training videos</p> <p>Teachers had access to teacher and student videos for many of the reading and writing units they taught</p> | Achieved |
| <p>ELA/English: 2.1: 6-12</p> <p>Goal: During the 2020-2021 school year teachers will expand their facility with online tools as an integral part of their teaching. Progress will be monitored through teacher discussion and feedback at PLC and department meetings.</p> <p>Rationale: In the hybrid and remote environments, expanded use of technology will be a vital part of instruction.</p> | | | |

| Action Steps | Evidence | Description | |
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| Teachers will integrate online resources as part of their weekly planning and daily instruction. | Teachers used IXL as a means of helping students with grammar instruction, in remote classrooms  IXL Student Gr... Sign-in : Intro to use of IXL | IXL provided teachers with a means of charting student progress in areas of language study. Teachers used it as part of remote instruction/assessment | In progress |
| Teachers will use PLCs and department meetings to share their work. | Planning and methods for using the remote classroom were part of monthly PLC meetings | Groups met to talk about ways to adapt the coursework to the new schedule and to share methods and approaches | In progress |

History & Social Studies: K-12 Goal 2.1

Elementary & Secondary History/Social Studies 2.1 Goal (Multiyear): The K-12 history/social studies department will continue to incorporate diverse perspectives into the curriculum as well as integrate antiracist teaching practices into instruction.

Rationale: After the murder of George Floyd in Spring 2020 and the ensuing protests around racial equity and justice, it is important more than ever, for the history/social studies department to build on the skills and knowledge needed to understand current issues of diversity, equity, and inclusion in the U.S. and the world today. As noted in the Arlington Public School's "Vision of Student as Global Citizen," "Students will strive to be empathic, responsible, active members of a local and global community who are aware of the role that bias and prejudice play in society."

| Elementary Action Steps | Evidence | Description | Status |
|--|---|---|--------------------------------------|
| Teachers will utilize books, readings, | Diverse Texts 2020-2021 | Utilizing information from other districts, | In progress; will continue next year |

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| videos, and other multimedia that reflect the history and stories of BIPOC groups. | | our partnerships (Facing History & Primary Source) as well as online teacher blogs/Twitter, the social studies department was able to integrate new, diverse texts into each grade this year. | |
| The history/social studies department will create a guide to help teachers teach holidays such as Columbus Day and Thanksgiving in culturally responsive ways. | Thanksgiving Resources Black History Month choiceboard (sample) | The Social Studies department began putting together model lessons and resources for teachers for introducing holidays and special events into the classroom like Thanksgiving and Black History Month. Next year we hope to revisit these resources based on teacher/community feedback as well as complete other resource lists on Columbus Day and Women's History Month. | In progress; will continue next year |
| 3rd, 4th, and 5th grade teachers will be provided with professional development around the way scholars are studying as well as writing about slavery, from our professional development partner, Primary Source. | 3rd, 4th, 5th Grade Slavery PD pre-survey Notes from Primary Source 3rd, 4th, 5th Grade Slavery PD 3rd, 4th, 5th Grade Slavery PD Exit Ticket | Through our district's partnership with Primary Source, we were able to secure two PhD students from Brown University to talk to 3rd to 5th grade teachers about the changing scholarship around slavery as well as the changing terminology that is | In progress; will continue next year |

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| Teachers who are interested in pursuing this learning will be provided with an opportunity for a longer PD session during summer 2021. Teachers will also use this work as an introduction to inform new lessons related to ideas around difference, race, antiracism, and slavery. The creation and implementation of these lessons will begin in the 2021-2020 school year | | being used in history (ex- enslaved peoples vs. slaves). The presentation provided follow up resources for teachers and through feedback from teachers, we were able to plan next steps for how to discuss race and the topic of slavery in the classroom. | |
| By the end of the year, we will create a K-5 social studies race and antiracism working group composed of both teachers and support staff in order to come up with further action steps towards this goal for future years | | <i>This was not created for the 20-21 school year due to demands on teachers' time and COVID learning. As this is part of a multiyear goal, we hope to pursue this next year.</i> | In progress, will continue next year |
| Secondary Action Steps | Evidence | Description | Status |
| Teachers will utilize books, readings, videos, and other multimedia that | Books Provided to Teachers Every teacher was | Some teachers incorporated these books into their professional practice | In progress; Ongoing |

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| reflect the history and stories of BIPOC groups. | given a copy of <i>Stamped from the Beginning</i> by Ibram Kendi and <i>Everyday Antiracism</i> by Mica Pollack | goal for this year or were able to integrate content/practices into their teaching this year. We discussed these ideas during individual post observation, formative and summative evaluation meetings. | |
| At least two professional development experiences connected to race/antiracism for teachers facilitated by outside organizations (IDEAS, Facing History & Ourselves, Teaching Tolerance, and Primary Source) | IDEAS Antiracism PD for History Dept | At the beginning of the year we invited IDEAS to facilitate a PD session for the entire 6-12 history department. This allowed us to have a common base/understanding about the opportunities and challenges of talking about race in the classroom and how to have difficult conversations with students. Teachers walked away with practical strategies as well as resources, videos, and readings. | Incomplete- only able to complete one |
| The history/social studies director will identify additional professional development opportunities around diversity, equity, and inclusion for teachers | List of PD Opportunities | The History/Social Studies Director consulted with partner organizations (Facing History and Primary Source) as well as department heads around the state to publish lists of PD opportunities related to DEI. | Achieved; Ongoing |

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| <p>Department meetings, PLC meetings, and common planning time to work on updating curriculum</p> <p>History department antiracism committee will meet at least once a month with the goal of producing the following documents:</p> <ul style="list-style-type: none"> History department race & antiracist mission statement and core beliefs List of proposed terminology in reference to racial groups Strategies for teachers to foster conversations about race Establish action steps for this goal for 2020-2021 school year | <p><u>Subcommittee Draft Document on Terminology</u></p> <p><u>Subcommittee- Having Courageous Conversations- Tips & Resources</u></p> <p><u>History Dept Antiracism Mission Statement</u></p> | <p>Starting this past summer, a group of secondary history teachers met in order to discuss what antiracist teaching and curriculum looked like. We established the action steps of creating a mission statement for the department on antiracist teaching, research and propose a list of new terminology to use when referring to diverse groups, and to put together best practices for how to talk about race in the classroom.</p> | <p>In progress; Ongoing</p> |
| <p>Create a document that vertically scaffolds when/how concepts relating to race and antiracism</p> | | <p><i>This was not able to be completed for the 20-21 school year due to demands on teachers' times and COVID learning. We</i></p> | <p>In progress; Ongoing</p> |

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| will be introduced into the history curriculum | | <i>hope to pursue this next school year especially with feedback from the Dr. Dena Simmons curriculum audit and input from the new Director of Diversity, Equity and Inclusion</i> | |
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| Mathematics: 2.1: K-12 Goal: During the 2020-2021 school year, grades k-12 teachers will continue to explore and develop their understanding of tech platforms to increase student learning and engagement. Rationale: Using technology to connect with all students. | | | |
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| Action Steps | Evidence | Description | Status |
| Plan all eight secondary department meetings with a focus on identifying problems of practice and identifying tech solutions. | Agenda PD - AHS | Due to the nature of the year, this goal was satisfied with smaller meetings throughout the year. Time in department meetings focused on solving short term logistical needs as well as PD for platforms. | Achieved |
| Plan all elementary professional development with an option for focus on instructional technology. | PD - grades 2/3 | Due to the nature of the year, this goal was satisfied with smaller meetings throughout the year. Time in department meetings focused on solving short term logistical needs as well as PD for platforms. | Achieved |
| Purchase tech | Dreambox | These platforms have | Achieved |

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| platforms to assist in skills development and data collection. | IXL AMC Anywhere PearDeck Desmos Assistments iReady | been used consistently throughout the year. Elementary Math Intervention teachers utilized the data to assist in identification | |
| Focus on core instructional platforms: Peardeck, Desmos, EdPuzzle, and Jamboard. | Classroom observations Usage Data | These platforms have been used consistently throughout the year. | Achieved |
| Focus on Zoom and its uses: polls, whiteboard, breakout rooms, and chat. | Classroom observations Usage Data | These platforms have been used consistently throughout the year. | Achieved |

METCO Program: 2.1: K-12

Goal Objective: During the 2020-2021 school year, METCO staff will participate in weekly training sessions focused on developing strategies for supporting students in a majority white school district. Activities and topics include who can staff teach students how to respond to microaggressions. Progress will be monitored by giving staff exit tickets after each session.

Rationale: The team provides social emotional support around the current social justice issues that have plagued the nation this year and designing curriculum to have thought-provoking cultural relevance conversations.

| Action Steps | Evidence | Description | Status |
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| The team will participate in Equity Pt. 1 & 2 PD the first 2 weeks of school. | Team participated in the PD session, see slide deck here . | We continued the equity discussion in our team meeting. Team meeting Agenda | Achieved |
| The team will participate in | Team participated in November 3, 2020 | Team continued the discussion on how | Achieved |

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| anti-racism training focused on identity and introspection during the AM portion of our Nov 3 professional development day. | PD see attendance sheet . | microaggressions can question one's identity. See agenda | |
| The director and social workers will meet bi-weekly to discuss our outreach methods and what academic and social-emotional interventions are needed and how the program can continue to provide resources. | Case management agenda . | The director had bi-weekly case management meetings (Friday) with the social worker and social worker intern to discuss implementing tiered academic and social-emotions for students. See | In progress/On-going |

Performing Arts 2.1: K-5

Goal Objective: Develop and implement strategies and program to diversify curriculum content to expose students to a broad range for composers, musicians and ensembles by participating in the national *Musician of the Month Project*. The Department will measure the impact of the program through direct student feedback via surveys and reflections embedded in learning activities.

Rationale: Inspire students to be lifelong music makers through featuring diverse musicians who act as role models who represent a balanced and broad range of racial, ethnic, cultural, and gender groups so that students have multiple opportunities to learn about and experience the ways in which performing artists contribute to the global community.

| Action Steps | Evidence | Description | Status |
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| Research and select a diverse group of musicians who represent a broad spectrum of racial, ethnic, cultural, and gender identities. | Musician of the Month Planning Template | Overview of units for the 2020-2021 School year | In progress- this was a successful pilot and we will be working on implementation over the summer in preparation for 21-22 |
| Create units of study that engage students in guided listening lessons presented synchronously and asynchronously that will result in increased lessons focused on multicultural music education. | <ul style="list-style-type: none"> • MotM Introductory Video • MotM Lessons | <ul style="list-style-type: none"> • Motm rollout video shown to all classes and available in Google classroom for parents to see. • Monthly content overview and goals for 2020-2021 schools year | In progress: new units will be developed and aligned with the 2019 MACF standards revision. |
| Create learning opportunities that engage students in reflective thinking. | | | |
| Create a tool for collecting student feedback to measure student engagement | MotM Student Survey | Brief K-5 students questionnaire to get a general sense of how students responded to MotM. To be completed mid-June | In progress |
| Following implementation, reflect on the successes of the year and identify areas for potential growth. | To be completed in June | To be completed by faculty at the end of June in preparation for summer curriculum writing for 2021-2022 MotM | In progress |

Science: 2.1: K-5

Goal: During the 2020-21 school year, the k-5 science department will continue to develop and explore the curriculum k-5 curriculum in order to create a cohesively and vertically aligned curriculum that incorporates various instructional methods that can be used regardless of instructional delivery method. Each grade level will have at least 1-2 fully developed units of study.

Rationale: To create an equitable and cohesive unit of study for all APS students

| Action Steps | Evidence | Description | Status |
|---|--|---|----------|
| Use PD time to focus on instructional methods/technology | | Gizmos PD session Meetings with science coach | Achieved |
| Work with science leaders to create a vertically aligned curriculum | Elementary science road map with links Grade 5 scope and sequence | Science scope and sequence roadmap along with a specific grade scope and sequence. Others are hyperlinked in the roadmap. | Achieved |
| Work with grade level groups to incorporate technology tools (Gizmos, Brainpop, Newsela) into the curriculum. | Elementary science road map with links Grade 5 scope and sequence | | Achieved |

Science: 2.1: 6-12

Goal: During the 2020-21 school year, the science department will create a safe, nurturing, and respectful learning/working environment resulting in an educational experience that supports the whole child by fostering social, emotional, and academic skill development throughout all grades. This will be accomplished by learning about and incorporating

inclusive strategies and curricula in order to address biases and support marginalized groups. Examples: gender expansive as well as anti racist practices and curricula, celebrating and supporting cultural, language, ability, religious differences. A science departmental mission and vision statement will be created.

Rationale: creation of more inclusive classrooms have been shown to increase students achievement as well as social emotional wellbeing

| Action Steps | Evidence | Description | Status |
|--|--|--|-------------|
| Create a departmental vision for an inclusive classroom. | | | In progress |
| Use department meetings to discuss identity, and how our practice can be improved. | Resources | List of resources that can be used to aid in conversations | In progress |
| Find opportunities within the curriculum to discuss identity. | Grade 6 example Grade 8 example Anatomy example Biology example | Different ways that teachers have incorporated identity discussions in the curriculum. In 6th grade, indigenous voices were given a place in the curriculum; in grade 8, students shared their identity molecules; and in anatomy as well as biology the teachers have created new lessons that show race as a social construct. | In progress |

Special Education: 2.1

Goal: Special educators will continue to develop the assessment, analytical, and instructional skills to deliver literacy instruction that's targeted using assessment to inform students' learning profiles and select appropriate interventions.

Rationale: Readers struggle due to deficits in four component areas of reading phonological, naming speed (retrieval), oral language, and/or working memory. In order to effectively intervene educators need to administer the right assessment tools and gather student performance data and be able to interpret the information to determine the correct profile in order to intervene with the appropriate tools and instruction.


| Action Steps | Evidence | Description | Status |
|---|--|---|---------------------|
| Review graphic organizers and interpretation of assessment data | Meeting agenda | Teams from each elementary school met monthly during early-release dept time w/ Dr. Orkin | In progress/Ongoing |
| Practice creating goals & objectives | Meeting agenda | Teams from each elementary school met monthly during early-release dept time w/ Dr. Orkin | In progress/Ongoing |
| Role play representing framework at IEP meeting. | Meeting agenda (upcoming) | Teams from each elementary school met monthly during early-release dept time w/ Dr. Orkin | In progress/Ongoing |
| Continue compiling school-database for students with reading goals. | Restricted due to student identifiable information | | In progress/Ongoing |
| Collect DIBELS & PAST Progress Monitoring Data | Restricted due to student identifiable information | | In progress/Ongoing |
| Participate in | Staff participated in | <i>Rave-O & Framing</i> | In progress/Ongoing |









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| differentiated on-line instructional modules for creating structured literacy lessons | <i>Rave-O</i> training & <i>Framing Your Thoughts</i> , and had the additional option of choosing to enroll in <i>Engaging Struggling Readers Through Remote Instruction</i> and <i>Unpacking Orthographic Mapping</i> | <i>Your Thoughts</i> are required training for all elementary learning specialists, with the option for SLPs and some Gibbs/OMS learning specialists to attend. Optional self-paced coursework was available to Learning Specialists, SLPs, and School Psychologists | |
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Visual Arts Goal 2.1 K-12

Goal objective: To continue staff professional development in the areas of Teaching for Artistic Behavior (TAB), Social and Emotional Artistic Learning (SEAL) and Cultural Proficiency in both a hybrid and remote environment. The success of this professional development will be measured by the examination of student artwork, student written statements and on teachers' lesson plans. New assessment rubrics will reflect the increased emphasis on student choice and on students' ability to express personal feelings and ideas.

Rationale: The development of teachers' skills in these areas helps us move even closer to a K-12 art curriculum that empowers all students to be independent art makers and global thinkers. The intention of this training is to also increase the cultural proficiency in all art programs, to incorporate anti-racist content, and to help us meet the social and emotional needs of all students.

| Action Steps | Evidence | Description | Status |
|---|--|---|-----------------------------|
| Teachers will continue to engage in professional development related to TAB, SEAL and |  TAB Institute J... | TAB Institute attended by 9 art teachers including summaries of experiences | Achieved, but also on going |

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| anti-racism. | | | |
| Teachers will collaborate to develop ways (including rubrics) to assess student growth and to assess the success of the TAB philosophy |  K-5 PD meetin...  TAB PD Ideas ... | Planning more TAB research | In progress |
| Teachers will continue to explore the best ways to deliver art instruction in a hybrid and fully remote setting. |  Tech Tools for ...  Stacie remotely... | Planning to secure tech tools for remote teaching Sharing success in teaching remotely | Achieved |
| Teachers will gain proficiency in the use of online tools including Zoom, Google Classroom, Padlet, EdPuzzle, ScreenCastify, Jamboard and Bitmoji Classroom. |  K-5 Visual Art ...  Request for OMS | Teachers helping each other with advice about remote tools and teaching strategies. | Achieved |
| Teachers will use department meeting time and common planning time to share best practices, student artwork and written statements and to share diverse historical and |  K-5 Visual Art ...  AHS S1 Art Sh... Gibbs LC3 Art Show 12-2020 | K-5 hangout as an example of early planning for remote teaching HS 1st semester art show showing examples of the diverse range of highly personalized | Achieved, but also on going into 2021-22 |

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| contemporary artist exemplars. | | student artwork. Gibbs Art Show showing extraordinary and highly personalized work and written commentary by Gibbs students. | |
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Wellness 2.1: K-12

Goal Objective 2.1: During the 2020-2021 school year, Wellness teachers will participate in Professional learning for educators to incorporate culturally responsive instructional practice that supports student learning and growth.

Rationale: Students will be lifetime learners of Social Inclusion , that will represent a broad range of racial, ethnic, cultural, and gender groups, so that students have multiple opportunities to see them themselves in the curriculum as well as acceptance of others. All forms of physical activity aim at expressing or improving physical fitness and mental well-being, and forming relationships

Progress Toward Goal: Completion of trainings, Morning Meetings, School-Wide Activities, Curriculum implementation, Advisory, Representation of diverse instructors/video, Google forms to solicit feedback and reflection of stress, anxiety as well as a growth mindset. Examples of cultural backgrounds in nutrition.

Resources: PD offered by the district, School based staff, Department Meetings

| Action Steps | Evidence | Description | Status |
|---|--|---------------------------------|----------|
| All staff will participate in Equity Pt. 1 & 2 PD the first | First 2 weeks of School PD | All Wellness staff Participated | Achieved |

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| 2 weeks of school. | | | |
| All staff participate in anti-racism training focused on identity and introspection during the AM portion of our Nov 3 professional development day. | Nov 3 Agenda and Links Links to AM Session | All Wellness Staff participated | Achieved |
| School - Wide Activities | | Wellness teachers were remote all year until 4/21 and the HS as of 5/21 | In progress |
| Integrate diversity throughout the curriculum to include racial, ethnic, cultural, and gender identities. | Grade 9 Lesson - Gender Identity <u>Examples of cultural diversified lessons:</u> African Dance: https://docs.google.com/presentation/d/1F2a6ReojEGS84Ikq3eiGen58q0szQH4vKjpaMxQHr64/edit#slide=id.gaae3e657a4_0_49 | Not fully implemented on zoom Integration of GBS lessons that are racially and ethnically diverse | In progress |
| Following implementation, reflect on the successes of the year and identify areas for potential growth. | High School Anonymous Student Questionnaire Middle School <u>Examples of student feedback to improve learning:</u> | In class there was a review of lessons. At the Dept meeting there was much discussion of what worked and revision. | In progress |

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| | <p>Student data taken from a pre and post health quiz on Socrative to enhance teaching:</p> <p>https://docs.google.com/spreadsheets/d/1eigiRAND-HKpr3bnSXCJEeTE-fS8T62URXwMxcrgt-s/edit#gid=1281556082</p> | | |
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World Languages: 2.1: Grades 6-12:

Goal: During the 2020-2021 school year, teachers will explore and develop their understanding of online tools and platforms in order to provide effective remote world languages learning.

Rationale: With all world languages instruction taking place remotely, integration of technology is essential.

| Action Steps | Evidence | Description | Status |
|---|---|---|--|
| Purchase tools and platforms to support speaking in the target language | District wide subscriptions were purchased for: EdPuzzle, Extempore, Padlet, PearDeck, Screencastify. | These tools work in different ways to support speaking in the target language, especially during remote learning. | Achieved/Ongoing We will continue these tools moving forward, for in-person learning and assessment |
| Support external professional development for effective online world languages learning, both in person and online (summer) | External summer PD & internal summer PD for fall | 7 teachers participated in external WL PD tailored to remote/hybrid learning | Achieved |

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| <p>Plan professional development of effective online world languages instruction (during the school year)</p> | <p><u>WL dept survey for Sept PD days</u></p> <p><u>September WL PD Schedule</u></p> <p><u>September department PD - resources (1)</u></p> <p><u>September department PD - resources (2)</u></p> <p><u>APS Key Tips for Tech Tools</u></p> <p><u>APS WL Who can help Doc</u></p> | <p>The PD was frontloaded at the beginning of the year, with teachers preferring PLC time to learn more about specific tools from each other or a more PD-like format. Middle grades teachers had a PD session with Extempore in late winter during a PLC meeting</p> | <p>Achieved</p> |
| <p>Plan department meetings to address specific challenges in instruction, including social emotional and culturally responsive practices</p> | <p>WL was remote for all students in 6-12. Department meetings responded to teacher needs ‘in the moment’, working through logistics, scheduling, and expectations, based on teacher input.</p> | <p>There were unique scheduling elements to be addressed in grade 6 and grades 7-8 that drove agendas for those meetings.</p> | <p>Achieved</p> |