

# Summer Activities and Opening Day Report

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# Summer Curriculum Work



- **Diversity, Equity, Inclusion, Justice & Belonging:**

- Eighteen K-12 teachers took the 4-day virtual **IDEAS** (*Initiatives for Developing Equity and Achievement for Students*) I course entitled Antiracist School Practices to Support the Success of All Students.

- **English Language Arts:**

- EL (*Expeditionary Learning*) training for cohort 1 elementary schools (7 schools)
- Grade 9 expanded work for *Heterogeneous Grouping Initiative* (developed rubrics, curriculum plans, units, essential questions, common practices and norms in writing, etc.)
- Middle school teachers examined/modified the titles they teach and developed curriculum materials
- Curriculum Development (Analysis, Planning, Narrative Writing/Independent Reading/Poetry, Justice Unit, AP integration)
- Lexia Training

# Summer Curriculum Work



- **ELL:**

- Updated the DESE ESL model curriculum units
- Updated existing federal and state documents (parent notification forms, program exit letters, elementary progress report)

- **History/Social Studies:**

- At each level (elementary and secondary) teachers worked collaboratively on updating curriculum maps (depth over breadth)
- Co-created new learning experiences for students.
- At the elementary level worked to align content with the new EL curriculum
- OMS discussed how to help students learn research in the age of AI and the Modern World

# Summer Curriculum Work



- **Health and Wellness:**

- Grade 4 revised *Human Growth & Development* lessons were and Grade 5 *Human Growth & Development* lessons were created.
- Grades 6-9 *Sexuality* lessons were revised to include inclusive materials/language.
- Grades K-12 PE and 6-12 FACS created curriculum overviews for all units.
- Grades 6-9 created unit overviews for all topics.

- **Library/Digital Learning:**

- Staff started curriculum development and articulation process to address the Massachusetts Digital Learning and Computer Science Standards.
- Staff developed Finch Robot Unit.
- Library staff worked on developing curriculum to align with the National Library Standards

# Summer Curriculum Work



- **Math/Computer Science**

- 6th -12th teachers worked on orienting new staff to the curriculum and pacing guides.
- Teachers worked on reworking the order of units and revising some units.
- Many grade/content groups explored revising grading practices, using "Grading for Equity" as a guide.
- Computer Science - Further developed the *Cybersecurity* curriculum and exploration of teaching practices.

- **Nursing:**

- K-12 School nurses attended in-person and online courses which covered various topics (emergency preparedness, medication administration in the school setting, advanced skills for SNAP (electronic health records) and refreshed pediatric health assessment skills).
- Staff also participated in training sessions to learn how to use the SNAP health portal (piloting to begin at Bishop & Gibbs 23-24 SY).

# Summer Curriculum Work



- **Performing Arts:**

- 2 Teachers participated in the *"Musician of the Month"* project. (*"Musician of the Month"* is a national movement for music education project where a different composer, performer, or ensemble is featured and different styles of music are explored.)

- **Science:**

- Worked collaboratively on modifying curriculum to be more inclusive.
- Identified new learning experiences for students (i.e. project /inquiry based).
- Rewrote the curriculum (Foundation, Iterations, Risk/Reward, Explore).
- Determined how to implement grading practices.
- Aligned assignments to be in line with principles from Grading for Equity PD.
- Added textbook/video options for learning standards.
- Incorporated topics of diversity, equity, and inclusion into the curriculum.
- Incorporated more modeling and hands-on activities into the curriculum.
- Incorporated more group-work opportunities into the curriculum.

# Summer Curriculum Work



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## ● Social/Emotional Learning

- Updated counseling and SEL curriculum (Gibbs school).
- A small elementary team planned a yearlong learning experience for elementary social work department time (anti-racism).
- Began exploring “*Me & White Supremacy*” by Layla Saad.
- Small mixed level team of social workers and counselors worked on developing parent/caregiver workshops based on the **SPACE** approach featured in the **Hidden Brain** podcast.
- SEL coach and Director developed PD experience for All Leader Workshop and New Educator Orientation.

## ● Special Education:

*Trainings offered to staff (38 participants):*

- QBS/Safety Care Train the Trainer
- OT Schoolhouse Back to School conference
- Professional Training Institute (Orton Gillingham Level 1 coursework)
- SLP workshop: Promoting Rapid Change for Children with Severe Phonological Disorders
- Landmark: Executive Function: Impact on Academic Proficiency
- Landmark: Accessible Middle School Math
- Landmark: Language-Based Learning Disabilities Strategies for Success

# Summer Curriculum Work



- **Visual Arts:**

- **High School:**

- In preparation for teaching these courses, two teachers participated in ***AP Art & Design (2D and 3D) training courses***.
    - The department also worked on a major curriculum revision. (Five new courses are being built created: *Filmmaking, Animation, Mural Painting and Set Design, Metalsmithing & Jewelry Making*).
    - Worked on higher level courses being added to *Ceramics, Woodworking and Design Engineering*.
    - Worked on 18 courses being transformed from yearlong to semester courses.

- **K-8:**

- Five teachers continued work on transitioning from traditional to a ***TAB (Teaching for Artistic Behaviors)*** based curriculum. This included revising curriculum maps and restructuring the way the VA classroom is set up, so that supplies are sorted into centers (sculpture, painting, collage, weaving, etc.) and are accessible to students.

- **World Languages:**

- Developed a new thematic unit in grade 8 (unit overview with authentic resources).
  - Teachers researched authentic resources and developed learning sequences for existing thematic units.



# Summer Curriculum Work



- **Data, Research & Accountability**

- Attended PowerSchool University to learn new and core functions of the platform.
- Reviewed school and district data practices.
- Met with leaders to understand needs and areas of growth.
- Met with the District Data Specialists to understand their work and its relationship to the district.
- Analyzed preliminary school data.
- Completed summer state reporting.
- Updated all new hire data into the district database.
- Updated the District Profile Page on the state site.
- Prepared PowerSchool for the new year.

# Summer Curriculum Work



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## ○ **Family Engagement & Communications**

- Connected with principals, district leaders, and families around the needs of the district in regards to district communication protocols, translations/interpretation services, family engagement initiatives, and the beginning stages of the operations of the new Family Welcome Center and Resource Hub.
- Transitioned the registration department to include two Enrollment and Engagement Specialists
- Onboarded two Communications specialists.
- Created a centralized system for district communications requests and began use of a newsletter program which translates and provides accessible features to increase access for families needs (S'more).
- Began work on updating the district website to be a hub for families and schools to communicate and share information.
- Launched a district Instagram page to further the home to school connection.

# Summer Curriculum Work



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## ● Leadership Development and Onboarding:

- Administrators met with central office personnel and technical support staff in order to become familiar with district systems and structures (websites and platforms), the Five Year Strategic Plan, and APS mission and vision.
- Supported the work of new principals (development of a paraprofessional guidebook for all members of Unit D, supporting the new teacher mentor program and its coordinators, revised the guidebook for beginning educators).
- Matched mentors with mentees (started the revision of the administrator mentor program).
- Provided support and general guidance as new administrators transitioned into APS.

# New Teacher Orientation



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- During August 22-25 and 29, approximately 70 new staff participated in new staff orientation and training. Staff spent the week building community, learning about curriculum, the APS evaluation and observation system, special education, diversity, equity and inclusion, meeting with their union and working with their mentors.
  - Agenda for the week: [New Teacher Orientation](#)

# August Leadership Workshop

Deeper Learning Requires Belonging, Growth, and Joy



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By the end of these two days, you will be able to:

- Perform in a flash mob on Opening Day
- Analyze various data sources in order to articulate an initial plan - both technical and adaptive - for the launch of the school year
- Connect, play, and take risks with colleagues

Two Days Intensive Leadership Development Institute

Participants Included:

- 53 Teacher Leaders
- 20 Coaches
- 51 Administrators



# Opening Day



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## “Bridging Belonging and Digging Deeper Together”

- Purpose: Build on our Belonging work started last year, and contextualize where we are relative to that work one year later.
  - We will do this by...
    - Digging deeper into what we mean when we talk about Belonging.
    - Surfacing those parts of our system, structure and selves that would benefit from Growth.
  - In order to...
    - Experience more Joy.
    - Inform early decisions about activities and goals for the year.



# Links

- Library/Digital Learning curriculum development and articulation process (Slide 4):

<https://sites.google.com/arlington.k12.ma.us/apsdigitallearning/home>

- Science rewrote the curriculum using *Foundation, Iterations, Risk/Reward, Explore* (Slide 6):

[https://docs.google.com/presentation/d/1XFjX9KdoRSt6OrOa2IRIAYgM\\_gPCTi\\_Po592Ltggpyo/edit](https://docs.google.com/presentation/d/1XFjX9KdoRSt6OrOa2IRIAYgM_gPCTi_Po592Ltggpyo/edit)

- Small mixed level team of social workers and counselors from the Social/Emotional Learning department worked on developing parent/caregiver workshops based on SPACE (Slide 7):

SPACE: <https://www.spacetreatment.net/>

Hidden Brain Podcast: <https://hiddenbrain.org/podcast/a-better-way-to-worry/>

- Two Visual Arts teachers from the high school participated in AP Art & Design (2D and 3D) training courses (Slide 8):

[https://drive.google.com/file/d/1I5Sdsa6TYbPs\\_XQdJ8TJbD2oRTStdRO7/view?usp=drivesdk](https://drive.google.com/file/d/1I5Sdsa6TYbPs_XQdJ8TJbD2oRTStdRO7/view?usp=drivesdk)

- Five teachers worked on transitioning from a traditional to a *TAB (Teaching for Artistic Behaviors)* based on curriculum (Slide 8): <https://teachingforartisticbehavior.org/>
- New Teacher Orientation Agenda (slide 12):