

Goal Action Map

Goal

Statement Standards-based Curriculum: Incorporate Massachusetts Literacy Standards across all disciplines and grade-levels.

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	Action Step 1	Action Step 2	Action Step 3
→ Action Step	Work collaboratively in district grade-level teams PreK-Grade 5 to design UbD-structured, standards-based units of study that incorporate the MA Literacy Standards. SMS & SBRHS will work collaboratively within departments and across disciplines to redesign standards-based units of study containing all elements of a UbD structured unit of study that incorporate the MA Literacy Standards.	Ensure that all professional staff members have common knowledge of and common language for integration of the MA Literacy Curriculum Framework PreK-Grade 12 across disciplines.	Design horizontally and vertically aligned curriculum maps PreK-Grade 12.
1. Timeline	September 2016-June 2018	September 2017-June 2018	September 2017-December 2018
2. Lead Person(s)	Principals, Content Coordinators, Director of Curriculum	Director of Curriculum, PD Facilitators	Principals, Content Coordinators, Director of Curriculum,
3. Resources Needed			

	Common Planning Time Early Release Day time UbD Curriculum Unit Design PD	Early Release Day Time	Early Release Day time Common Planning Time
4. Specifics of Implementation	Grades K-5: *2016-2017 School Year-Teachers will utilize the new curriculum resources for ELA (ReadyGen) and GoMath gaining a working knowledge of the tools available and how best to use them (Professional Development). *Summer 2017-Teachers will create UbD Curriculum documents for ELA/Literacy and STEM. *Pk-12 grade-level review, teacher feedback, and revision of UbD Curriculum documents using the Tri-state/EQUIP Rubric Fall 2017 (EQUIP Rubric PD day 1) Grades 6-12: *Common Planning Time and Early Release Day time used to work collaboratively in department teams/course teams/grade-level teams to redesign UbD Stages I, II, and III over the course of the 2016-2017 and 2017-2018 school years *Content Coordinators will facilitate Stage III collaboration digitally or in-person.	Early Release Day/CIA meeting time to be used to work collaboratively within school/district, departments and across disciplines train facilitators provide PD on common knowledge of and common language to integrate the literacy standards develop Common Rubrics for all grade levels 2-3 areas that are most important across all grade levels Key skills or literacy skills (2-3 areas) implementation plan	PreK-Grade 12 will work collaboratively within school/district, departments and across disciplines to horizontally and vertically
5. Measure of Success	<u>Curriculum Documents</u>	Schoolwide Rubrics?	PreK-12 Curriculum Maps

- Grades K-5 create UbD Stage I & II implementation plan documents for ELA, STEAM (Summer 2017)
- Grades PK-5 UbD Stages I & 2 ready for grade-level review, teacher feedback, and revision using the Tri-state/EQUIP Rubric Fall 2017
- Grades 6-12 UbD Stage I in working order June 2017
- Grades 6-12 Common Formative & Performance Assessments created/piloted/review feedback for all units June 2018
- Grades 6-12 Common Formative & Performance Assessments refined based on pilot experience/teacher feedback and student data for all units *Summer Curriculum Work 2018? OR June 2019?*
- Grades 6-12 UbD Stage III in working order (Content Coordinators will coordinate with Department Teams)

6. Check in/review date	CIA Mini-Team Meetings 2017-3/15/17, 4._.17, 5._.17 2018 Full CIA Meeting 2.2.17, 5.3.17, 6.1.17 2018	CIA Mini-Team Meetings 2017-2018 Full CIA Meeting 2017-2018	CIA Mini-Team Meetings 2017-2018 Full CIA Meeting 2017-2018
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Statement 2 Data Use/Assessment: Establish an assessment framework PreK-Grade 12.

	Action Step 1	Action Step 2	Action Step 3
→ Action Step	Establish a PreK-12 Data Team and School Data Teams.	Design common reading/writing assessments at each grade level/content area that reflect the literacy standards across disciplines.	Design standards-based reading/writing rubrics for each type of writing at each grade level/content area.
1. Timeline	PK-12 District Data Team 2016-2017 School Data Teams 2017-2018	SPS PK-5 2016-2017 SMS 2017-2018 SBRHS 2017-2018	SPS PK-5: 2017-2018 SMS: 2018-2019 SBRHS: 2018-2019
2. Lead Person(s)	Director of Curriculum and Assessment, Principals	Principals, Content Coordinators	Director of Curriculum and Assessment, Principals, Content Coordinators
3. Resources Needed	Professional Development in the area of data literacy	Professional Development opportunities for teachers in the area of assessment literacy	Professional Development opportunities for teachers in the area of assessment literacy and grading

4. Specifics of Implementation	-District Data Team established -Data Literacy Professional Development with District and School Leadership Teams -Establish School Data Teams in every building Chace St, North, South, SMS, and SBRHS -Begin the collaborative cycle of inquiry with the school-level faculty and staff using MCAS during the 2017-2018 school year -Continue to cultivate data literacy with the School Data Teams 2017-2018 -Collaboratively looking at student work during CPT/Early Release Days -Expand data literacy 2018-2019	-Elementary PD with ReadyGen and Go Math -Secondary PD with Teachers21 -Create create assessments -Collaboratively look at student work during CPT/Early Release Days	-Establish a team to create proposed common writing/reading rubrics
5. Measure of Success	-District Data Team established and meeting 4-8 times per year TBD by the team -District Data Team protocols established -District Data Team goals established and shared -District Data Team Data Sources established -District Data Team shared data analysis -School Data Teams established and meeting	-Common Assessments Created -Looking at Student Work -Analysis of Common Assessment Data	

4-8 times per year TBD by the team
 -School Data Team protocols established
 -School Data Team goals established and shared
 -School Data Team Data Sources established
 -Increased number of teachers and leaders regularly using the collaborative cycle of inquiry to analyze data and use the data to improve and inspire teaching and learning.

6. Check in/review date

September 2017
 October 2017
 November 2017
 January 2018
 March 2018
 May 2018

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Statement 3 Tiered System of Instruction and Intervention: Establish a tiered system of instruction and intervention for literacy PreK-Grade 12.

	Action Step 1	Action Step 2	Action Step 3
→ Action Step	Grades 6-12: Establish a team to create a district RtI plan outlining a system of tiered student supports (for literacy). Grades K-5: Establish a team to review, revise, evaluate, and update a district RtI plan outlining a system of tiered student supports (for literacy).	K-12: Provide professional learning related to tiered instruction and intervention to support district-wide system of student support. -K-12: PD- Tier 1/CORE differentiated instruction. -6-12: PD- introduction to RtI: What does it look like in practice? -K-8: PD- Tier 2 supports: receive content-specific training for reading and writing -K-5: PD- Tier 3 personnel specific intervention programs (LLI and NumberWorlds) - K-5: PD- All teachers Lexia CORE5 & Symphony Math. - 6-8 Reading Specialist/SPED: Lexia Strategies??	Grades K-8: Implement district-wide system of tiered student support for literacy that includes scheduled time of an Extension/Intervention block. - Establish a common definition/expectation of Extension/Intervention block.
1. Timeline	to implement September 2017	ongoing: 2017-2018 (2018-2019 and on: consider using mentor program to train new staff)	to implement/pilot schedule: 2017-2018
2. Lead Person(s)	SST Co-Chair/Members, Principals, Curriculum Director, Special Education Director	Principals, Curriculum Director	Principals, Curriculum Director

3. Resources Needed	K-5: Rtl teacher survey: feedback regarding STT process & forms	PD plan/calendar	Scheduling team (North and SMS?)
	6-12: SST & I/E Needs Assessment		
4. Specifics of Implementation	K-5: Create Rtl teacher survey: feedback regarding SST process & forms K-12: Establish a Communication plan to disseminate expectations of district Rtl manual		-Establish a scheduling team to explore I/E schedules (North and SMS?)
5. Measure of Success		- Implementation of PD plan/schedule	- Implementation of E/I block
6. Check in/review date	May 3rd June 1st	May 3rd June 1st	May 3rd June 1st

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Statement 4 Family and Community Involvement: Establish meaningful and purposeful academic opportunities in literacy to engage families and community members.

	Action Step 1	Action Step 2	Action Step 3
→ Action Step	Post and disseminate literacy information on our districts' websites and in the community starting with PreK-12 Literacy Brand launch on our September 1st Teacher PD day. (Literacy Teaser Campaign last day of school?)	Increase opportunities for community members to participate in learning related to literacy in addition to other supportive activities in the schools.	Design PreK-Grade 12 before and/or after-school literacy programming that will enhance student skills, knowledge and understandings across disciplines.

1. Timeline

2. Lead Person(s)

3. Resources Needed

4. Specifics of Implementation Created a

District
Draft

Calendar

5. Measure of Success

6. Check in/review date