

**2018-2019
District Wide Goal
Understanding by Design (UbD)**

District Strategy Alignment

Curriculum and Instruction

Develop and use resources that support instructional excellence and curriculum alignment between subjects and grades

3A. Implement a UbD approach to curriculum according to year three of the UbD Long-Range Plan

Implement Year three of UbD model district-wide to support continuous curriculum development and instructional excellence

Description

Lynnfield Curriculum Council (LCC) will meet to plan professional development and provide ongoing support for teachers using the UbD model to enhance teaching and learning. Through the use of the UbD process, curriculum will continue to be planned backward from long-term, desired results through a three step process to guide curriculum, assessment and instruction.

Vertical articulation will allow educators to provide an optimal learning experience for all students, while engaging in professional development focused on high expectations and continuous improvement for professional practice. This intentional process provides immediate data for all educators to best meet the needs of all students to enhance teaching practices and improve student achievement. This collaborative work results in a common, living document with ongoing opportunities for further evaluation and revision.

ACTION ITEMS (ALL LEVELS)	TIMELINE
1. LCC will provide feedback on existing curricula work and prioritize next steps in accordance with the UbD Long-Range Plan.	Spring 2018
2. Director of Teaching and Learning (DTL) will work with curriculum coordinators and administrators to take advantage of Summer Institute to best support this work.	Spring/Summer 2018
3. Professional Development Steering Committee (PDSC) will allocate necessary professional development time.	Summer Institute 2018
4. DTL will update Atlas Rubicon database based upon staff and/or curricula changes.	Summer 2018
5. LCC will plan, communicate, and support differentiated professional development plan district-wide. This will include ongoing opportunities for reflection and revision through a district-wide common language and expectations.	September 2018-June 2019
6. LCC will identify and implement opportunities for vertical teaming according to the LPS Curriculum Review Plan.	Spring 2018-June 2019
7. LCC will use the "Reports" feature of Atlas Rubicon to allow for deliberate and targeted curriculum discussions.	September 2018-June 2019

Outputs

- LCC, PD, and department meeting agendas
- Curriculum, instruction, and assessment protocols
- Atlas curriculum maps, including reflection and revision
- Social Studies curricula complete with standards

ACTION ITEMS (HIGH)	TIMELINE
1. Professional development days will be dedicated to stages 1-3 UbD (desired results, assessment, and learning plan) for additional courses.	October 2018-June 2019
2. Project-based learning experiences will be reflected within Atlas to allow for a deliberate analysis of how this is being integrated across classrooms.	October 2018-June 2019
3. Department meeting time will include constant reference and analysis using curriculum maps during discussion and/or sharing of best practices.	September 2018-June 2019
4. Additional PD time will be dedicated for social studies teachers to align existing curriculum to the revised Massachusetts Framework.	September 2018-June 2019

Outputs

- LCC, PD, and department meeting agendas
- Curriculum, instruction, and assessment protocols
- Atlas curriculum maps, including reflection and revision
- Majority of courses will be completed within core content (stages 1-2)

Stakeholders Responsible

- DTL
- Administrative Leadership Team (ALT)
- LCC
- PDSCs
- Faculty

**2018-2019
Lynnfield High School Goal
Project Based Learning**

District Strategy Alignment

Curriculum and Instruction

Develop and use resources that support instructional excellence and curriculum alignment between subjects and grades

3D. Expand upon the LHS project-based student learning experiences

Expand opportunities for implementation of project-based learning (PBL)

Description

Lynnfield High School will work collaboratively to develop a more student-centered approach to learning by expanding our PBL experience. As a result, students will assume more ownership of their learning, while increasing student engagement. Through authentic, real-world experiences, students will be best prepared for life beyond high school. Expanding student opportunities to engage in project-based learning will allow us to meet the needs of our diverse population of learners.

ACTION ITEMS	TIMELINE
1. Professional Development Steering Committee (PDSC) will allocate necessary professional development time.	Summer Institute 2018
2. PBL lead teachers will model and facilitate professional development.	September 2018-June 2019
3. Educators will develop focus areas and SMART Goals pertaining to PBL.	June 2018-September 2018
4. Tech Integration Specialist, along with lead teachers, will provide staff with ongoing PBL resources.	September 2018-June 2019
5. Administrators will provide opportunities for teachers to visit classrooms and schools where PBL is being successfully integrated.	September 2018-June 2019

Outputs

- Exemplar PBL lesson plans
- Faculty run PD related to PBL and assessment
- Student showcases
- CLE and SMART Goals projects

Stakeholders Responsible

- Technology Integration Specialist
- LHS Administration
- LHS teachers

**2018-2019
Lynnfield High School Goal
Social and Emotional Learning**

District Strategy Alignment

Social and Emotional Well-Being

Integrate and expand social and emotional supports and resources for all students

5E. Integrate and expand social and emotional learning into the curriculum

Support the social and emotional well-being of all students

Description

The Lynnfield High School professional learning community will enhance and extend social and emotional supports for all students.

ACTION ITEMS	TIMELINE
1. Support staff will be trained to lead implementation of the Signs of Suicide Prevention Program (SOS).	September 2018-June 2019
2. Lead teachers, administrators, and support staff will integrate more mindfulness opportunities throughout the school day.	September 2018-June 2019
3. Administrators and support staff will enhance and implement Screening, Brief Intervention, and Referral to Treatment (SBIRT)	September 2018-June 2019

to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.	
4. Parents and community members will be educated regarding increasing anxiety and depression concerns.	October 2018
5. Educators will be trained on how to best manage student anxiety and depression in and out of the classroom.	January 2019
6. Support staff and lead teachers will apply knowledge to actual case studies to best support anxious students.	March 2019
7. Lead teachers and administrators will research and propose proactive solutions (e.g. exercise) to provide more creative outlets for students.	September 2018-June 2019

Outputs

- Parent outreach
- Student screenings and consultation
- Integration into curriculum/school culture
- CLE, SMART Goals, and book study products
- Compass Passion Driven Learning

Stakeholders Responsible

- LHS Administration
- LHS Support Staff
- LHS teachers