

**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

ACTION ITEMS (PRESCHOOL)	TIMELINE
1. DTL and curriculum leaders will customize and finalize	Spring 2018

UbD template for preschool.	
2. Additional professional development days will be allocated to support training and implementation of the Tools of the Mind curriculum.	August 2018-March 2019
3. Professional development days and/or assessment meeting time will be dedicated to Stage 1 Understanding By Design (enduring understandings and essential questions).	October 2018-June 2019
4. DTL, curriculum coordinators, and/or Principal will provide teachers with resources related to Stage 1 design relevant to the unique needs of preschool.	October 2018-June 2019

**Outputs**

- LCC, PD, and faculty meeting agendas
- Curriculum, instruction, and assessment protocols
- Atlas curriculum maps
- Curricula complete with units of study and progress toward enduring understandings and essential questions (stage 1)

ACTION ITEMS (ELEMENTARY)	TIMELINE
1. Professional development days (mathematics) will be dedicated to Stage 1 UbD (enduring understandings, essential questions, student outcomes, etc...).	October 2018-June 2019
2. Assessment meeting and LCC time will be dedicated to the realignment of the Social Studies curricula based upon the revised/new standards.	September 2018-June 2019
3. Grade level team and/or assessment meetings will include constant reference to the curriculum maps during discussion and/or sharing of best practices when applicable.	September 2018-June 2019

**Outputs**

- LCC, PD, and grade level and/or assessment meeting agendas
- Curriculum, instruction, and assessment protocols
- Atlas curriculum maps, including reflection and revision
- Mathematics curricula complete with enduring understandings, essential questions, content, and skills (stage 1)
- Science curricula updated to reflect ongoing adjustments to instruction and assessment practices

**2018-2019  
Summer Street 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 (year 2).**

**Description**

The Summer Street School professional learning community will develop and begin to implement a Social and Emotional Learning (SEL) program to enhance students' social and emotional well-being. The goal is to provide our students with the knowledge, skills and language to navigate challenging social situations, understand and manage personal wellness, and demonstrate respect and care for others.

ACTION ITEMS	TIMELINE
1. Use professional development day in fall to undergo training for Responsive Classroom philosophy, language, and morning meeting practices.	September 2018 - November 2018
2. Distribute <i>Responsive Classroom Morning Meeting</i> Book to all staff.	May 2018
3. In grade-level teams, 'unpack' the <i>Second Step</i> scope and sequence and program for implementation within the CASEL Framework.	August 2018
4. Implement CASEL Social and Emotional Learning Framework, emphasizing Social Awareness Competencies: <i>Respect</i> and <i>Being a Good Citizen</i> .	August 2018 - June 2019
5. Implement <i>Responsive Classroom</i> philosophy and morning meeting routine schoolwide.	August 2018 - June 2019
6. Alter master schedule to build in dedicated times for Social and Emotional Learning in every grade.	May 2018
7. Begin using <i>Second Step</i> lessons aligned with <i>Respect</i> and <i>Being a Good Citizen</i> competencies: Kindness, Empathy, Tolerance/Acceptance, Understanding Differences, Appreciation of Diversity.	October 2018 - June 2019

**Outputs**

- Adoption of SEL Program
- PD agendas on social and emotional learning
- PD agendas on Mindfulness
- SEL units of instruction
- All-school assemblies

### **Stakeholders Responsible**

- SSS Faculty and Principal
- SSS FAC
- SSS Psychologist
- SSS School Council

**2018-2019  
Elementary School Goal  
Personalized Learning**

### **District Strategy Alignment**

#### **Curriculum and Instruction**

**Explore the concept of personalized learning for students district wide**

**3E. Increase student initiative, agency and engagement by emphasizing differentiated instruction and personalized learning.**

**Increase student initiative, agency and engagement by emphasizing differentiated instruction and personalized learning.**

### **Description**

“Personalized learning is an approach that uses such factors as the learner’s own passions, strengths, needs, family, culture, and community as fuel for the development of knowledge, skills, and dispositions. Instruction is based on student needs, tailored to learning preferences and specific interests of the learners.” B. Bray and K. McClaskey *How to Personalize Learning*

<b>ACTION ITEMS</b>	<b>TIMELINE</b>
1. Professional Development Steering Committee (PDSC) will allocate necessary professional development time.	Summer Institute 2018
2. Elementary Teachers will be provided with professional resources regarding the methodology of personalized learning.	June 2018
3. Teachers will develop a survey regarding student interests/personalized learning goals.	September 2018
4. Faculty will take advantage of Collaborative Learning Experience (CLE) to plan for the implementation of personalized learning.	September 2018 - June 2019
5. Teacher representatives will conduct in and out of district visits to observe and learn best practices as it pertains to personalized learning.	September 2018 - December 2019
6. Teachers will select a standard, plan a lesson or unit and implement personalized learning.	October 2018- March 2019
7. Teachers will analyze and share student work and reflect on lesson.	March 2018 - May 2019
8. The Principal will share articles regarding personalized learning and share with teachers and staff via “Notes and News” as a weekly communication.	September 2018 - June 2019

**Outputs**

- Model lessons involving personalized learning
- Shared folder of lessons for teacher reference (reflected in Atlas where applicable)

**Stakeholders Responsible**

- Elementary Faculty and Principal
- Elementary FAC