

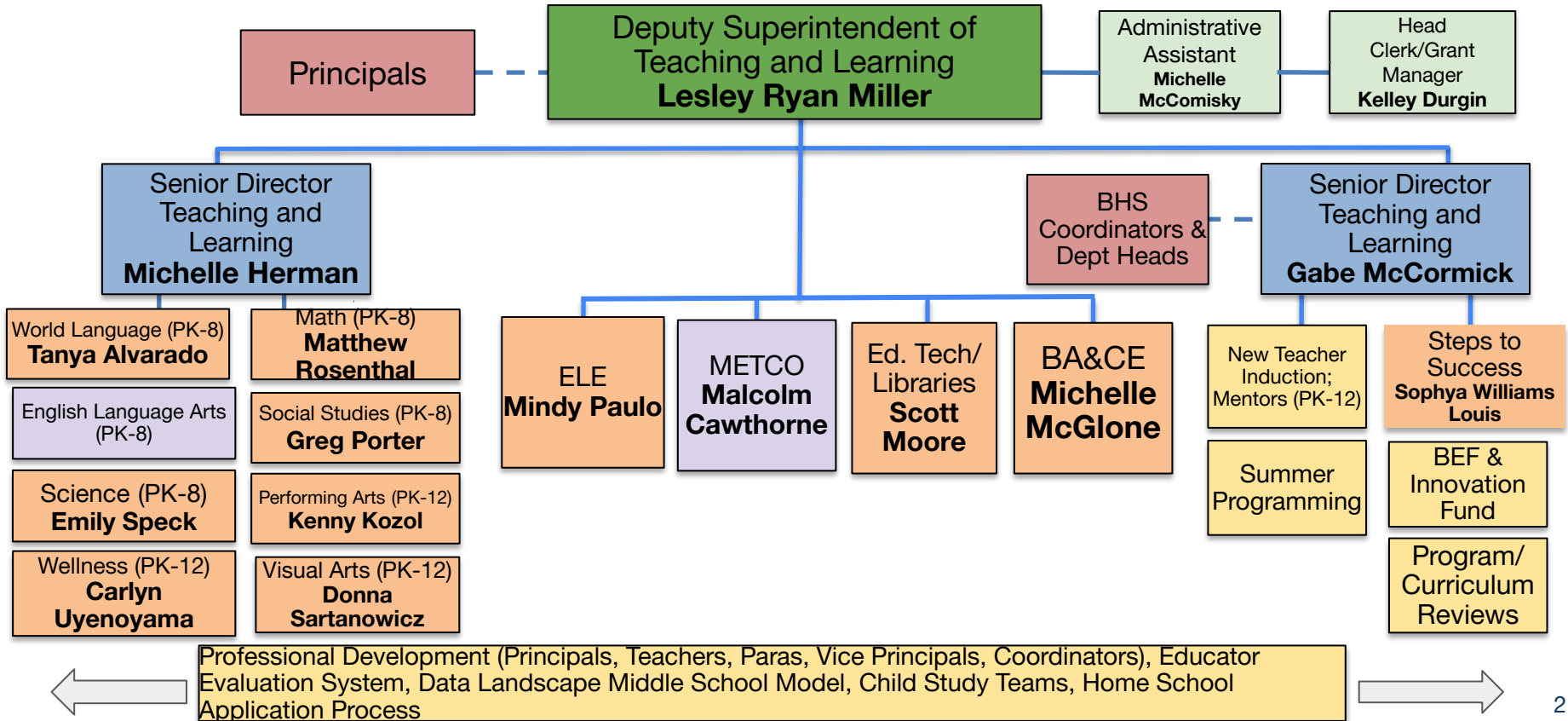


PUBLIC SCHOOLS of
BROOKLINE

Curriculum Subcommittee - September 20, 2022



Structure of OTL





Goals

Goal 1: Identify, implement and support Pre K-9 “essential curriculum” and learning standards.

With teacher support, identify and implement “essential curriculum” and learning standards. These learning standards highlight grade level learning expectations, skills for mastery, and introduce future content.

Key Actions

1. Throughout the year facilitate intermittent feedback sessions with teachers in order to refine and revise.
2. With the Curriculum Coordinators, continue to refine and update various curriculum units; implements curriculum reviews where necessary
3. Continue implementation, refinement and evaluation of curriculum implementation
4. Create/identify a uniform platform for access to content
5. Embed Project Based Learning as a part of core instruction
6. Revise Progress Reports and Report Cards as needed
7. Identify professional development for grades Pre-K-12
 - Shifting the focus from planning for instruction to an instructional focus and classroom practices
8. Begin a structured, supportive, and highly collaborative process to analyze contemporary research on leveling, assess current practice, and redesign their 9th grade courses in a way that provides students with more access to our best academic experiences - in 9th grade and throughout their high school experience.
9. Implement and document comprehensive assessment and intervention plan in K-8 ELA and Math

Goal 2: Manage and ensure compliance for all federal grants that serve as a funding source for the Office of Teaching & Learning

Throughout the school year, maintain compliance and follow reporting requirements for all federal grant OTL funding sources We will work to ensure and document the funds are used to strengthen school programs, provide academic and/or support services to students.

Key Actions

1. *By September, complete collaborative budget setting process with OTL leadership to ensure submission is compliant with the FY22 Consolidated Federal ESEA Program guidelines. (Complete)*
2. *By October 2022, submit all Title grants and METCO grant (Complete)*
3. Work with Title I schools to prepare related programming
4. Continue monitoring of expenditures to ensure funds are spent as outlined in the grant submission.
5. Continue development and implementation of grant related programs and activities.
6. Collaborate with Office of Data & Strategy to track grant expenditures in relation to student achievement.

Goal 3: Conduct Review of PSB Middle School Model

By June of 2023. OTL will produce a Report of Entry Findings focused on a district-wide, comprehensive, middle school model. This process will begin with a series of focus groups with parents, students and educators. This will happen in tandem with a compilation of research related to effective middle school practices and various middle school models.

Key Actions

1. Schedule multiple feedback sessions with various constituents.
2. By May 2023, complete and present a *Report of Entry Findings* that (a) synthesizes evidence collected, (b) identifies strengths of the current middle school model and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study (short-term, long-term)
3. **By June 2023**, launch a strategic planning process to implement short and long term recommendations noted in the *Report of Entry Findings*

Benchmarks

1. Schedule and complete feedback sessions with multiple stakeholders
2. Completion of a ***Report of Entry Findings*** on the current middle school model that includes data, commendations, recommendations and suggested next steps.

Goal 4: Update the Educator Evaluation Systems & Technology Platforms and provide professional development opportunities to evaluators related to the educator observation and feedback process.

Key Actions

1. By October, deliver professional development to all evaluators related to logging school based professional development in TeachPoint, reviewing evaluation timelines and caseload assignments.
2. *By mid-September solidify the evaluation caseload list. (Complete)*
3. *By mid-October schedule a series of workshops for evaluators to support the technical components of educator evaluation and the adaptive components of supporting educator growth.(Complete)*
4. On an ongoing basis, implement aforementioned professional development opportunities.
5. Integrate evaluation work into collaborative Principal and Curriculum Coordinator professional development opportunities (i.e. monthly leadership meetings)

Benchmarks

1. *Update evaluation caseloads and plan cycles for each educator. (Complete)*
2. *Post Evaluation & Feedback professional development sessions. (Complete)*
3. Conduct Evaluation & Feedback professional development sessions.

Goal 5: Leverage Child Study Teams (CST) to correct the disproportionality of students referred for special education evaluations.

Key Actions

1. *Increase CST leader and member stipends (Complete)*
2. Collect and analyze CST referral data.
3. Engage with New Teacher Center to collaboratively develop a district-wide model that supports students through focused and goal-oriented cycles of inquiry to understand if a referral for Special Education services is required.
4. Through the work with CSTs begin to understand and document Tier 1, Tier 2, and Tier 3 instruction and within the general education classroom.

Benchmarks

1. The New Teacher Center will share a set of recommendations that will include professional learning and support for educators, school leaders, and district leaders related to Response To Intervention (RTI) /Multi-Tiered System of Supports (MTSS).
2. Completion of collaboratively developed foundations for a district-wide Child Student Team (CST) model

Goal 6: Create and implement a robust menu of professional development opportunities for educators to support their practice.

Key Actions

1. Identify professional learning needs based on curriculum rollout, equity, educator feedback and student data
2. Continue to assess the needs of educators and students and adjust professional development offerings accordingly
3. Align with the Office of Equity and OSS to identify instructional strategies that promote equitable access for students. Use these strategies as the foundation for professional learning.
4. Create a district calendar of PD events that support all educators.
5. Provide robust PD that supports BHS educators as they explore and re-imagine 9th grade courses.

Benchmarks

1. Increase in the number of offerings sponsored by the district and available to educators
2. Increase in educator engagement- the number of people engaging in district professional development opportunities
3. Increased implementation of strategies and new learning in the classroom that reflect district sponsored professional development content



Questions?