

Maynard Public Schools Curriculum, Instruction, and Assessment Goals 2009-2010

Maynard Public Schools' Vision

All students achieve their full potential.

Maynard Public Schools' Mission

The Maynard Public Schools are committed to high academic standards that encourage students, teachers, and community members to achieve their personal best through life-long learning. This mission requires that we provide all students the skills and knowledge that they will need to be successful in a complex world. To accomplish this we must ensure that the professional staff, the curriculum, and the facilities function in unison to achieve the best possible learning environment for the students. We must also provide an educational environment that is supportive of individual differences where all people are valued and respected. Parents and community members are our partners in the educational process and require frequent communication on the state and activities of the Maynard Public Schools. We will constantly pursue a path of continuous improvement in all of our efforts to keep pace with an ever-changing world.

| 1. Develop student capacity to think critically, problem solve, and be creative. | | |
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| Action Steps | Sources of Evidence | Facilitator |
| A. Review classroom assessments, assignments, and grading rubrics to ensure we routinely push students to think at the upper levels of Bloom’s Taxonomy (synthesis, analysis, and evaluation). (Strong link to Goal 4B and 6B) | <ul style="list-style-type: none"> • Grade-level and faculty meeting minutes • Reports with examples from principals • PD sessions | Principals Lead Teachers Assistant Superintendent |
| B. Implement the district’s new writing vision statement to ensure there is a clear vertical progression of skill building and that students write often and write across the curriculum. | <ul style="list-style-type: none"> • Grade-level and faculty meeting minutes • Classroom observations | Principals Lead Teachers Assistant Superintendent |

| 2. Develop student ability to research, solve problems, and communicate using today’s technology; and use technology to more efficiently and effectively deliver instruction. | | |
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| Action Steps | Sources of Evidence | Facilitator |
| A. Expand the use of high quality threaded on-line discussions using Moodle or similar programs. | <ul style="list-style-type: none"> • Classroom observations • Teacher self-reports • PD sessions | Assistant Superintendent |
| B. Expand the availability of interactive whiteboards (SMART Boards). | <ul style="list-style-type: none"> • Reports | Assistant Superintendent |
| C. Continue to promote the use of the Discovery Learning Video program and on-line databases. | <ul style="list-style-type: none"> • Classroom observations • Teacher self-reports • PD sessions | Principals |

| 3. Promote global awareness with an emphasis on democracy, human rights, and environmentalism. | | |
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| Action Steps | Sources of Evidence | Facilitator |
| A. Document all current curriculum projects that address this goal and then develop a plan for refining our current preK-12 curriculum. | <ul style="list-style-type: none"> • Reports | Assistant Superintendent Lead Teachers |
| B. Expand the community service learning program in all schools. | <ul style="list-style-type: none"> • Reports | Principal |

| 4. Use student performance data to ensure higher levels of student achievement. | | |
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| Action Steps | Sources of Evidence | Facilitator |
| A. Continue to perform data analyses of MCAS, DIBELS, and progress monitoring data to identify students' strengths and weaknesses and to refine the curriculum. | <ul style="list-style-type: none"> Grade-level meetings | Assistant Superintendent Principals |
| B. Teachers and administrators should engage in collaborative scoring of student work so as to calibrate our expectations as to what failing, needs improvement, proficient, and advanced work looks like at each grade level. (Strong link to Goal 1A and 6B) | <ul style="list-style-type: none"> Grade-level and faculty meeting minutes PD sessions Reports from principals | Principals Lead Teachers |
| C. Replace current student information system (Rediker) with a more efficient and effective system. | <ul style="list-style-type: none"> Reports | Technology Coordinator Assistant Superintendent |

| 5. Improve our capacity to meet the needs of diverse learners including English language learners, students with disabilities, and high achieving students. | | |
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| Action Steps | Sources of Evidence | Facilitator |
| A. Increase our capacity to meet the needs of high achieving students through the use of differentiated instruction and curriculum compacting. In grades K-5 ensure that the principles of targeted small group instruction and curriculum compacting (as outlined in the district's reading vision statement) are carried out. | <ul style="list-style-type: none"> Grade-level and faculty meeting minutes PD sessions Classroom observations Reports from principals | Principals Lead Teachers Assistant Superintendent |
| B. Continue using the 3-tier approach in reading and plan for expanding it into mathematics. | <ul style="list-style-type: none"> Classroom observations Reports from principals | Principals Assistant Superintendent |

| 6. Continue to promote a culture that values the routine reflection upon our curriculum, instruction, and assessment practices. | | |
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| Action Steps | Sources of Evidence | Facilitator |
| A. Implement recommendations of the 2008-2009 mathematics review committee including piloting programs aimed at helping students struggling with mathematics, providing professional development to teachers, and improving the alignment between the district's math assessments and the state frameworks. | <ul style="list-style-type: none"> Reports | Assistant Superintendent |

| 6. Continue to promote a culture that values the routine reflection upon our curriculum, instruction, and assessment practices. | | |
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| Action Steps | Sources of Evidence | Facilitator |
| B. Identify grade specific “Power Standards” for ELA, math, science, social studies, and foreign languages. Begin by asking each grade level team the following: “What are the key skills that your students should master the prior year so that they can then succeed in this subject, at this grade level, this year?” Then, among and between grade levels, share, discuss, and refine list. (Strong link to Goal 1A and Goal 4B) | <ul style="list-style-type: none"> • Reports from principals • Grade-level and faculty meeting minutes • PD sessions | Principals Lead Teachers Assistant Superintendent |
| C. Identify, at the school level, three to five instructional best practices to study and promote. | <ul style="list-style-type: none"> • Reports from principals • Classroom observations | Principals |
| D. Implement in-house job-a-likes with teachers visiting other teachers’ classrooms and sharing best practices. | <ul style="list-style-type: none"> • Classroom observations • Reports from principals | Principals Lead Teachers |
| E. Update the preK-6 reading program. | <ul style="list-style-type: none"> • Reports | Assistant Superintendent |

| 7. Tend to the social and emotional needs of our students. | | |
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| Action Steps | Sources of Evidence | Facilitator |
| A. Continue to actively promote the Responsive Classroom approach in the elementary grades. | <ul style="list-style-type: none"> • Teachers sent to trainings • Classroom observations | Principals |
| B. Review current district practices for supporting students with social, emotional, and behavioral needs, study what the research suggests are best practices, and make appropriate recommendations for changes in district practices. | <ul style="list-style-type: none"> • Reports | Administrators |
| C. Provide professional development to improve our capacity to use Positive Behavioral Supports. | <ul style="list-style-type: none"> • PD sessions • Reports | Special Needs Director Principals |