

Curriculum Department FY24 Budget Requests



Needham School Committee

January 17, 2023

Next Steps: Portrait Strategic Plan



In FY23, we will work to **scale and optimize** the Actions for going forward.

FY23

FY24

*As we refine the Actions needed year over year, our **Portrait vision** will guide us.*

In FY22, with a full return to an in-person model, we addressed gaps in student learning & development as we continued to **focus on equity**.

FY22

In FY21, despite the pandemic and remote learning models, we built on the initial year's Actions and looked for ways to **integrate** best practices and new ideas.

FY21

FY20

As we began to implement the Portrait Plan, our focus was on the existing bright spots and foundational Actions we could take to **explore and prepare** for this work.

Early Literacy

Lisa Messina



LITERACY DEPARTMENT MISSION

A comprehensive, culturally responsive literacy program that results in **equity, access, and high levels of literacy for *all* students in the Needham Public Schools**. Students develop critical skills, such as phonemic awareness, word recognition, phonics and decoding, **as well as** engage in authentic reading and writing to develop their stamina, ability to understand and critique increasingly complex texts, and nurture their identities as readers and writers.

Ensure high levels of literacy for all through alignment with the “science of reading” and culturally proficient practice.

Equity and Access for All Learners

Align C&I, assessment with **current Neuroscience** to better meet the needs of all students, particularly our striving readers, writers, spellers.

Align C&I, assessment with **culturally proficient, anti-racist practices for more equitable outcomes** for all students.

→ Portrait of a Needham Graduate

Key Goal: Universal Screening

Early identification of children at risk for dyslexia & other reading struggles is ESSENTIAL for alignment with “SOR” and the success of all in MTSS (& to comply with new MA law).

2017-2020	Screeener search (DIBELS, RAPID, RENAISSANCE, EARLYBIRD)
Spring 2021	Piloted EarlyBird in all Kindergarten classes
Fall 2021	Launched Early Bird Screener in Kindergarten
Fall 2022	Launched Early Bird Screener in Grade 1
Fall 2023	Early Bird Screener in Grade 2 (and possibly Grade 3)

Highlights: Alignment with “Science of Reading” (2017 - Present)

Expanded Tier I Instruction to Address Critical Areas

- Heggerty Phonemic Awareness Program - K & 1
- Strengthened FUNdations Implementation
- Currently: Examining Role of Spelling Instruction in Gr. 4-5

Revamped Tier II Instruction to Align with “SOR”

- Extensive Training for Literacy Specialists to support students (intervention) and educators (coaching)
- Structured Literacy Approach to Intervention
- Earlier, targeted intervention for Primary Grades
- Foundational skills/phonics support for Older Students

Highlights: Alignment with “Science of Reading” (2017 - Present)

Revamped Assessment Practices for Progress Monitoring & Tier II

- Extensive Training for Literacy Specialists in assessment tools
 - Ex. P.A.S.T., QPS, Core Phonics, Heggerty, DIBELS, RAN, EB
- Focus on triangulating data to understand profiles and target instruction
 - Ex. BAS + P.A.S.T. + FUNdations assessments = a robust picture

Current Work: Expand Use of Multiple Assessments in Tier I

- Coaches & teachers examine FUNdations assessments alongside BAS, EarlyBird
- 3-5 teachers piloting new assessments (DIBELS, WTW) to pair with BAS data

Highlights: Summer Bridge Program (Literacy and Math)

Expanded Access to Summer Programming

- Increased participation
- Serving greater % of Economically Disadvantaged, English Language Learners, Students with Disabilities
- Transportation funding (FY24) removes additional barrier to participation

Strengthened Criteria for selection, instructional design
Targeting Critical foundational skills

Next Steps: Curriculum Review Process

- 1) Review Curriculum Options in CURATE (DESE)
- 2) Update curriculum to align with current research and criteria for effective practice.

Budget Implications:

- Curriculum for Teachers/Coaches/SpEd, ELL teachers
- Texts
 - Decodable text 60+ classrooms (K - 2)
 - Text sets K-5, aligned to content, KNOWLEDGE-BUILDING
 - Classroom libraries that reflect culturally responsive practices.

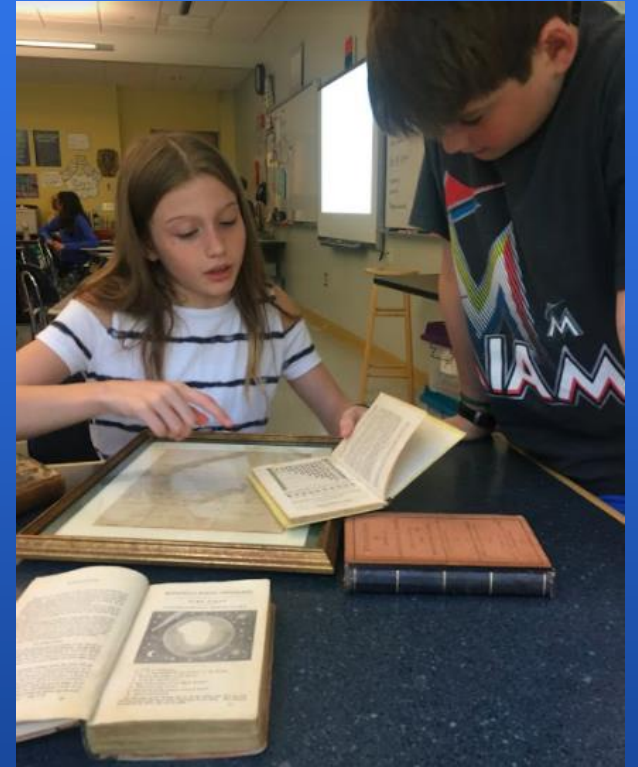
K-5 Social Studies

Caren Figer



SOCIAL STUDIES MISSION STATEMENT

The purpose of the Social Studies program in the Needham Public Schools is to prepare students with the historical knowledge and understanding to make reasoned interpretations of their world. Students develop the thinking skills to judge the validity of information, communicate their ideas, and participate in a diverse democracy. Students engage with multiple perspectives to develop empathy and self-awareness. Students generate their own questions to explore the past and present, and learn the requisite research skills to understand, evaluate, and synthesize information. As a result of participation in the Social Studies program, students are **critical, curious, and caring thinkers.**



Students make observations about primary sources in Maureen Trowbridge's classroom

Key Goal: High Quality Social Studies Instruction K-5

All elementary students experience high quality social studies instruction that embeds Portrait competencies

2021-2022	Creation of K-8 Social Studies Department Chair position
2022-2023	Grade 5 Investigating History Pilot
2023-2024	Grade 5 Investigating History districtwide Explore opportunities and options for Grades 3 and 4

DESE Investigating History Pilot

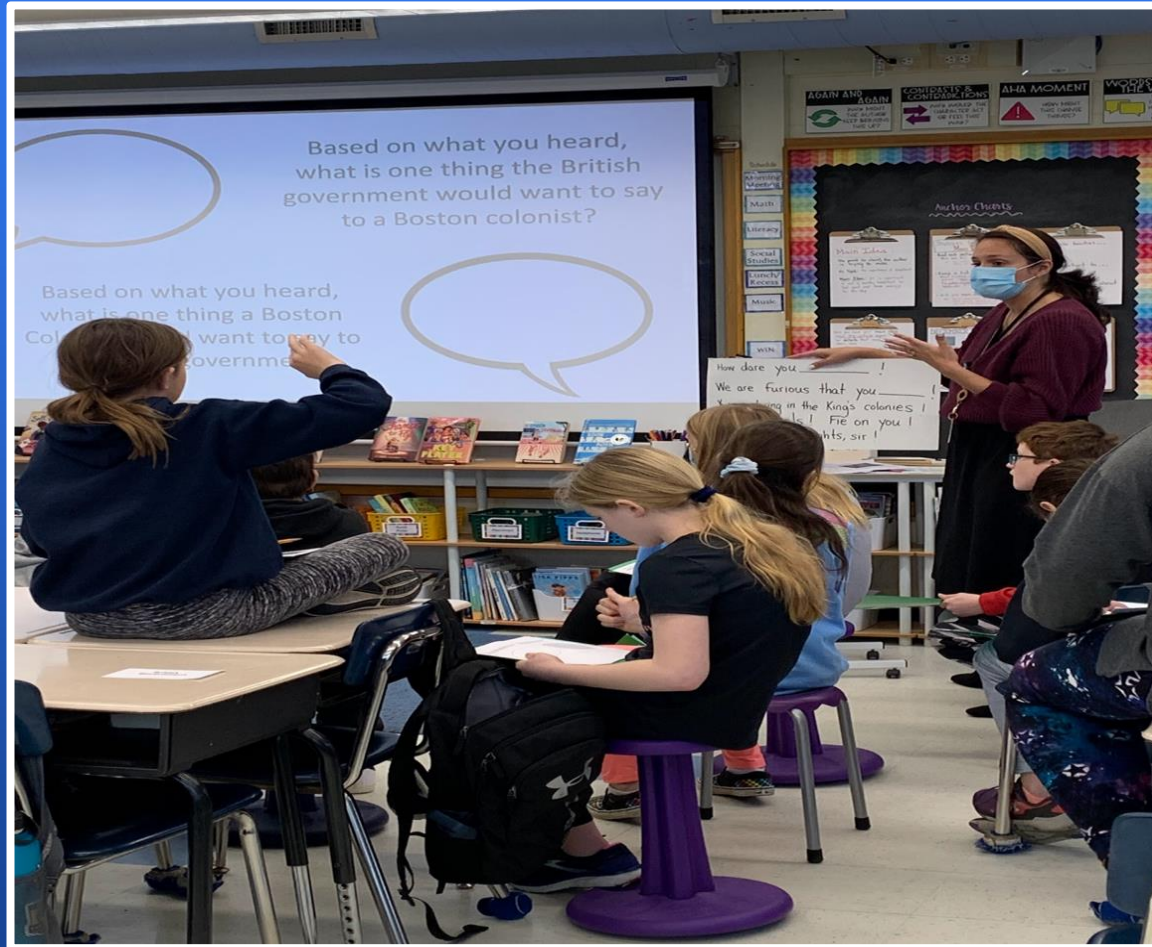
Investigating History Curriculum Specifications

- Aligned with the content, practice, and literacy standards of the 2018 MA Framework for History & Social Science
- Written by Primary Source, vetted by scholars, and being piloted by 38 districts across MA including Needham

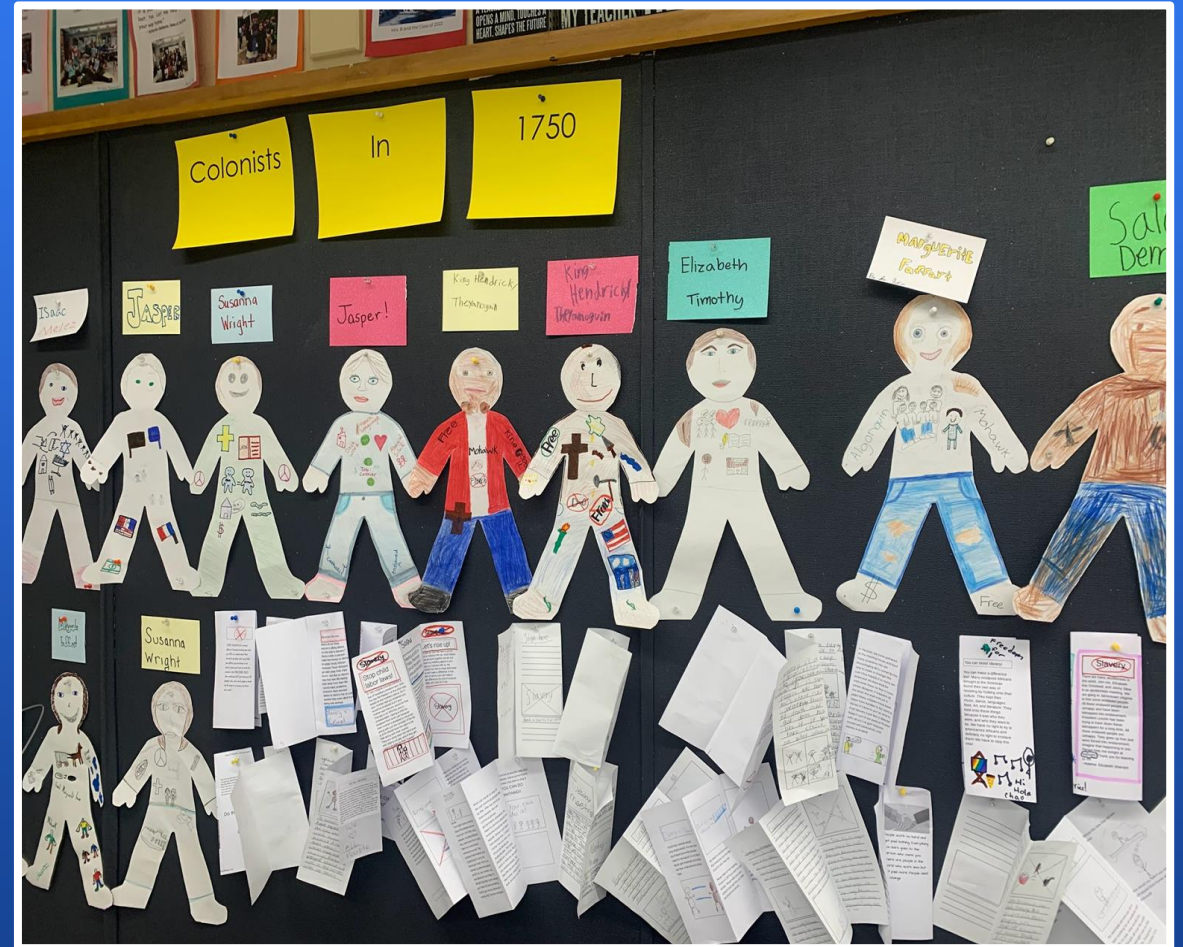
Investigating History Curriculum Guiding Principles

1. Historical inquiry and investigation
2. Historical empathy and human connections
3. Civic engagement and current world relevance
4. Culturally affirming pedagogies

Spotlight: Investigating History in Action



Students in Kristen Boyd's class created imagined dialogues between Patriots and Loyalists about events leading up to the Revolutionary War



Students investigated diverse individuals living in Colonial America (top) and created pamphlets arguing for abolition (bottom) in Chris Bonvouloir's classroom

Spotlight: Investigating History in Action



After completing stations, students in Stephanie Hamel's discuss the guiding question: "How did the effort and cooperation of diverse groups help the colonies to win independence?"

What are the students saying about Investigating History?

- "When I act and debate about people in history, I feel like I am in the past and I better understand it."
- "I have learned that different people, like women and enslaved people had different perspectives about the Revolutionary War."
- "I have enjoyed Social Studies this year because of the ideas we can share. For example, the Boston Massacre vs. the Incident on King's Street got my ideas growing"

Ongoing Needs: Support for High Quality Elementary Social Studies

Provide robust professional development and culturally relevant & accessible instructional resources

Professional Development

- Targeted content and pedagogical training aligned with Investigating History curriculum over summer
- Ongoing professional development and dedicated collaborative time throughout the school year

Resources

- Acquire resources, such as picture books, digital subscriptions, and visual aids, to support curriculum and instruction

Fine and Performing Arts

LeeAnn Sutton



FINE AND PERFORMING CORE LEARNING STANDARDS

PRESENT

artistic work to others.

CREATE

original work aligned to artist's intent.

CONNECT

the impact of the arts on oneself, history, and culture.

RESPOND

to the structure and context of artistic works.



PORTRAIT OF A NEEDHAM GRADUATE



NHS Jazz Quintet at The Needham Women's Club Holiday House Tour Reception



Ceramics students at Gorse Mills Studios



7th Graders using making coil pots




SAMD Board presenting \$7,500 donation to Circle of Hope

ARTIFACT: THEN VS NOW

Fine & Performing Arts Faculty

MILDRED BEANE DIRECTOR
 FRANK CARCHEDI SECONDARY VISUAL ARTS
 LAURA CHADWICK ELEMENTARY CHORAL, STRING,
 AND CLASSROOM MUSIC
 LESLEY COHEN SECONDARY VISUAL ARTS
 ANNETTE DER SARKISIAN ELEMENTARY CHORAL AND
 CLASSROOM MUSIC
 ROBERT ENOS SECONDARY VISUAL ARTS
 KATHLEEN FISKE ELEMENTARY VISUAL ARTS
 JOSEPH GANCI ELEMENTARY AND SECONDARY INSTRUMENTAL
 AND CLASSROOM MUSIC
 MARK HICKEY ELEMENTARY AND SECONDARY INSTRUMENTAL
 MUSIC
 MARIANNE HOPKIN ELEMENTARY CLASSROOM MUSIC
 ROGER JOHANSON SECONDARY VISUAL ARTS
 MARVIN KARP SECONDARY VISUAL ARTS
 VASILIA LASKARIS ELEMENTARY VISUAL ARTS
 FAITH LUETH SECONDARY CHORAL MUSIC
 ROGER MANSEN SECONDARY CHORAL, STRING,
 AND CLASSROOM MUSIC
 LINDA NICKENS ELEMENTARY VISUAL ARTS
 DIANE PANICH ELEMENTARY AND SECONDARY VISUAL ARTS
 GAIL ROSENTHAL SECONDARY VISUAL ARTS
 BOB SAGAN ELEMENTARY INSTRUMENTAL AND CLASSROOM MUSIC
 HELEN SAGAN ELEMENTARY CHORAL AND CLASSROOM MUSIC
 SUSAN YARDLEY ELEMENTARY AND SECONDARY CHORAL,
 STRING AND CLASSROOM MUSIC

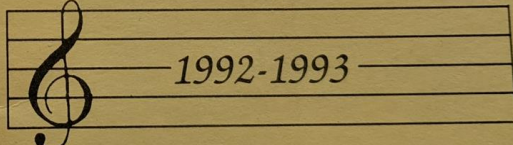
*Layout and Design by:
 NHS Graphic Communication
 Department*



Department of
*Fine
 and
 Performing
 Arts*




1992-1993

Concert and Exhibit Calendar
 Needham Public Schools



Concert and Exhibit Calendar

NOVEMBER		MARCH	
SAT	21	FRI-SAT	5-6
POLLARD ART EXHIBIT @ ADMINISTRATION BLDG. SENIOR DISTRICT AUDITIONS - KING PHILLIP REGIONAL		SAT	13
		9 AM-1 PM SOLO & ENSEMBLE FESTIVAL @ POLLARD	
DECEMBER		FRI-SAT	19-21
SAT	5	ALL-STATE & ALL-EASTERN CONCERTS, SPRINGFIELD	
POLLARD ART EXHIBIT @ ADMINISTRATION BLDG. JUNIOR DISTRICT AUDITIONS - HINGHAM		FRI-SUN	26-28
WED	16	8 PM-3 PM	HIGH SCHOOL MUSICAL @ NEWMAN
THURS	17	7:30 PM	BANDORAMA @ HIGH SCHOOL GYM
FRI	18		
POLLARD 7-8 CONCERT @ NEWMAN		APRIL	
ELIOT CONCERT		HIGH SCHOOL ART EXHIBIT @ ADMINISTRATION BLDG.	
HIGH ROCK CONCERT		TUES	13
BROADMEADOW CONCERT		7:30 PM HIGH SCHOOL DEPARTURE CONCERT HIGH SCHOOL PERFORMANCE TOUR TO GREAT BRITAIN	
TUES	22	APRIL 15- APRIL 25	
MITCHELL CONCERT			
HILLSIDE CONCERT		MAY	
POLLARD 6 CONCERT		ALL SCHOOLS ART EXHIBIT @ ADMINISTRATION BLDG.	
7:30 PM HIGH SCHOOL CONCERT		WED	12
		THURS	13
		WED	19
		THUR-FRI	20-21
		SAT	22
		SUN	23
		TUES	25
		WED	26
		THURS	27
		7:30 PM HILLSIDE CONCERT @ NEWMAN ELIOT CONCERT MITCHELL GR.4 CONCERT GR. 3-5 STRINGS	
		JUNE	
		ALL SCHOOLS ART EXHIBIT @ ADMINISTRATION BLDG.	
		WED	2
		THURS	3
		THURS	10
		7:30 PM BROADMEADOW CONCERT POLLARD 6 CONCERT POLLARD POPS	

- Growth in program over the last twenty years in terms of staffing, events and programming, and student involvement.
- Continued focus on strengthening structures, resources, and access to programming to meet **STUDENT NEEDS.**

NHS PERFORMING ARTS NEEDS FY24



- **A Cappella**
75 students (average) participate per year
 - Stipended Advisor
 - NHS Sunday Use Fee
- **Students Acting to Make a Difference**
125 students (average) participate per year
 - Additional stipend support
- **0.1 FTE Curricular Theater Teacher**
SY19-20; 19 students enrolled
SY22-23; 41 students enrolled
 - Add additional curricular theater class during the school day

ELEMENTARY INSTRUMENTAL PROGRAM NEEDS FY24



- Additional staffing FTE for strings and parallel structure with Band

TOTAL STUDENTS
(Band and Strings)

FY19: 641

FY23: 724

BEGINNING STRING ENROLLMENT TRENDS					
	FY23	FY22	FY21	FY20	FY19
Newman	67	75	54	50	59
Broadmeadow	55	52	56	41	69
Eliot	53	39	28	20	31
Mitchell	29	31	44	41	57
Sunita Williams	60	37	29	48	45



LOOKING AHEAD: NEEDS & PRIORITIES BEYOND FY24

- 0.5 FTE Technical Director
- Auditoriums
 - Auditorium Lighting and Sound Study underway
 - Actions based on outcomes from the study
- Expanding Arts Integration Program
 - Currently serving K-6 students

4th Grade Arts Integration with Science at Broadmeadow; Inset Unit
Students engaged in observations drawing and built 3D models. of insects
The Project Culminated in an Inset Fair where students shared their process
and knowledge of insects.



World Languages

Elizabeth Zajac, Ed. D.



K-12 WORLD LANGUAGES

Every student - Every day



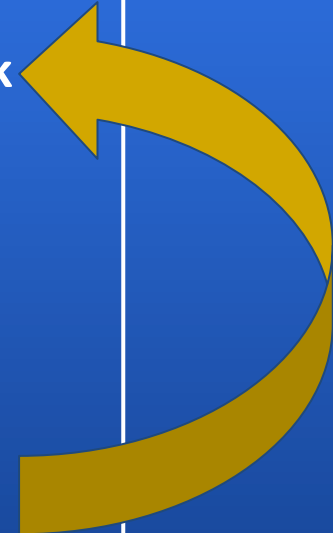
FOCUS AREAS

Deepen Collective Understanding and Capacity to Implement 2021 Curriculum Framework

Universal Design For Learning (Emphasis on Engagement)

Culture of Risk-Taking, Mistake-Making and Growth 

Professional Collaboration and Teaming



Proficiency, Purpose and the Use of Data

Massachusetts 2021 Curriculum Framework: *Guiding Principles of Effective World Languages Programs*

Effective World Languages Programs...

#1 Invite, include, support, and benefit **all students**.

#3 Produce high levels of **linguistic and cultural proficiency** in one or more world languages in their students.

#5 **Measure** linguistic proficiency.



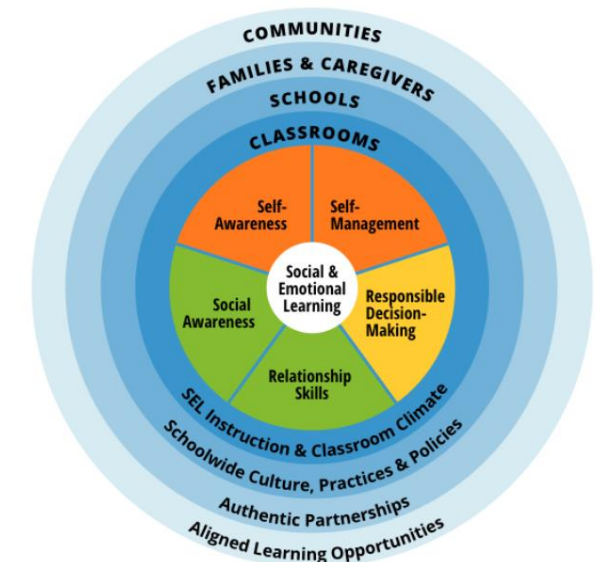
#6 Foster **risk-taking and mistake-making toward growth** in linguistic and cultural proficiency.

#8 **Differentiate instruction and content**, so that they are accessible, rigorous, and appropriate for **all students**.

#9 Promote **social and emotional growth**.

CASEL COMPETENCIES

- Goal Setting
- Self-Efficacy
- Perspective Taking
- Appreciating Diversity
- Communication
- Reflection



Proficiency, Purpose and the Use of Data



NPS World Languages Team
@ MAFLA Proficiency Academy
June 27-30, 2022

Spring 2021: DESE Launches K-12 World Lang. Framework (Hybrid Schooling)

SY21-22:

- NPS K-12 Develops familiarity with the Framework, Emphasis on Guiding Principles
- Elementary team Student Learning Goal focuses on Comprehensible Input
- **NPS awarded DESE Grant for ALL 11th Grade STAMP (Implementation Spring '22)**
- Budget Request Approved for STAMP @ NHS FY23+
- **21 Educators Attend MAFLA Proficiency Academy**

SY22-23:

- **ALL** Modern WL Educators have a spoken or written proficiency-based Student Learning Goal
- **UDL & Engagement Focus Highlight Access for ALL**
 - **Expansion of Spanish 7 to include Spanish 7A**
- NPS awarded DESE Grant for ALL 8th Grade students to take the STAMP (Implementation Spring '23)
- Budget Request for STAMP @ POL FY24+

K-12 World Languages 22-23

Spring 2022 11th Grade STAMP Pilot



Adjustments to Practice

Prioritization of Specific Skills

Revised Learning Targets

SLG & PPG Tied to Proficiency

Goal Setting & Leveling Up

Proficiency-based Grading (PILOT)

Mastery-Oriented Feedback


Launch of AVANT ADVANCE PD

Proficiency-based Grading

Student Feedback:

- *I now understand my grade.*
- *I know what to do to improve.*
- *My grade represents what I can do.*

Teacher Feedback:

- *Strong student buy-in.*
- *Shared investment in growth; partnership.*
- *Purposeful learning.*
- *Embracing the growth journey as a team.*
 - *Teacher-Led Friday CPT* 

LOOKING AHEAD: NEEDS AND PRIORITIES FOR FY24

Sustained funding support for:

- 11th grade STAMP Test
- Extempore App to cultivate students' communicative skills, grades 7-12

Support to Expand World Languages Coaching Position from 0.4 FTE → 0.6 FTE

NEW Support for 8th grade STAMP Test

- Data-informed decision-making for curriculum (re)design at mid-point; data for goal setting, and student placement
 - Vertical articulation of curriculum and skill development
 - Improved capacity to set appropriate learning targets
 - Responsive grouping and personalization

K-12 Curriculum Program Improvements

Additional initiatives for program improvement were funded for FY24:

Content Area	Program Improvement Recommendations
Technology	Replacement of Digital Learning Devices (partially funded) Lead Technician and Second Shift
K-5 Science	Digital Software

Continuous improvement goals and requests will be grounded in data and strongly aligned to the strategic priorities.

Questions