

DARTMOUTH PUBLIC SCHOOLS

Accelerating Learning

2021 - 2022

ACCELERATING LEARNING

Philosophy of Learning Acceleration

“Every student is capable of accessing grade-appropriate work with the right supports”

- Strategically prepares students for success in the present
- Past concepts & skills are taught in context of grade level learning
- Does not = racing through curriculum
- Provides time to engage meaningfully with grade appropriate work
- Requires frequent monitoring and data collection
- Provides just in time support through scaffolds & interventions
- Includes strong relationship building & SE support

Overarching Priorities

- Foster a sense of belonging & partnership among students & families
 - Engage students, families & community organizations
 - Approach engagement with a focus on equity
 - Acknowledge cultural differences through communication & sensitivity
- Continuously monitor students' understanding
 - Identify unfinished learning that needs to be addressed & how
 - Utilize grade level materials & tasks with targeted scaffolds
 - Identify highest priority prerequisites
- Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed
 - Provide consistent access to grade-appropriate assignments
 - Use strong instructional practices
 - Address unique needs of ELLs & students with disabilities

ELEMENTARY SCHOOLS

Sense of Belonging & Partnership

Cushman:

- Partner with family representatives to create a family communication plan with calendar updates that is two-way, culturally responsive, and provided in a variety of languages if needed. Send home communications with academic goals for 2021-2022 School year.

DeMello:

Consider the multifaceted identities of your students and the need to provide windows (I see into the lives of others), mirrors (I see myself reflected) and doors (I can access new experiences) for all students as you reflect on the following questions:

- Who is represented on the walls of your school?
- Who is represented in the texts and curriculum that students engage with?
- Who is represented in the events that your school holds?

Potter:

- Create a schoolwide incentive program that focuses on our "P To The 3" behavior plan and the explicit instruction of schoolwide expectations. This is necessary as many students need to relearn the expectations due to changing conditions related to COVID-19

Quinn:

- Continuing with our PBIS incentive program (PBIS Rallies, Rocket fuel coins, character traits, etc.) while simultaneously planning a restructuring to our PBIS program for September, 2022 which will include ALL stakeholders.

Grade Appropriate Instruction

Cushman:

- Establish an instructional strategy focus for the year and align observation, coaching, evaluation, and professional learning priorities to this focus.

DeMello:

- Conduct cycles of observation and feedback that are focused on access to grade level work and cognitive engagement.

Potter:

- Create grade level schedules that allow for a consistent, cohesive block of time for Tier 1 instruction in the areas of ELA and Math while also providing time for students to access Tier 2 and Tier 3 instruction outside of the Tier 1 instructional block.

Quinn:

- In an effort to ensure we reach all students and in ensuring that our Tier 1 instruction is most impactful, teachers have the autonomy based on daily informal assessments to adjust their instruction to add pre-teaching/reteaching opportunities as needed.

Monitor Understanding

Cushman:

- Ensure all teachers have access to beginning of year diagnostics and clear instructions for scheduling these diagnostics after relationship building has taken place.

DeMello:

- Ensure your data meetings set norms that focus on data driven decision making

Potter:

- Set up collaborative planning structures that allow for instructional specialists and classroom teachers to better align their Tier 1 and Tier 2 practices.

Quinn:

- In order to monitor understanding for all students we will continue to implement our RTI process. The RTI team meets consistently throughout the year to review student data, provide supports and collectively create a plan of action for students who are struggling beyond Tier 2 instruction.

MIDDLE SCHOOL

Sense of Belonging & Partnership

- Online learning center
- Celebrating accomplishments (smaller scale)
- Provide support to all students with long term absences
- Encourage 2 way communication with parents
- Added social work/adjustment counselor and an at-risk guidance counselor
- Community partnerships (Youth advocate, social service agencies, UMass- Dartmouth, etc)
- LGBTQ PD with DESE 10/21

Grade Appropriate Instruction

- Review and revise scope and sequences during curriculum planning time. Incorporate pacing calendar and additional assessments as needed.
- Follow the grade level standards for content with appropriate scaffolding.
- Use CPT to share resources and strategies to meet the needs for all students.
- Special education teachers schedules have been adjusted in order to participate in all content area CPTs. They play a vital role in interdisciplinary curriculum planning.
- Educate and remind staff and families of the differences between gaps in content vs. learning disabilities.

Monitor Understanding

- Increased frequency of assessments focusing on standards with clear learning intentions. (Pre-assessments, quizzes along the way before final benchmarks) Use pre-assessments to incorporate scaffolding.
- Use data from a variety of assessments and student work samples to determine if students have met their learning targets. (STAR, MCAS, Pre-assessments, formative and summative). Utilize data analysis to revise scope and sequences.
- RTI (Response to Intervention) Team meets once a cycle to discuss at-risk students, develop intervention plans, provide additional layers of support based on area of need.

HIGH SCHOOL

Sense of Belonging & Partnership

- Focused on supporting transition to full in-person learning with a focus on students who missed the most in-person learning time during the 20-21 school year
- Monitoring attendance trends to address chronic absenteeism
- Focus on relationship building with students & encouraging them to get plugged-in
- Highlighting opportunities for parents & community members as partners
- Use of social media, weekly newsletter, direct communication with parents/families/community members

Grade Appropriate Instruction

- During Common Planning Time, departmental teams will review curriculum documents i.e. pacing guides, maps, etc. and make necessary adjustments to ensure time for scaffolds as necessary to ensure all students are able to access grade level content
- Continue to embrace blended, personalized & project-based learning as core instructional strategies
- Purposeful use of the PASE period to ensure students have access to just-in-time interventions necessary to access grade level content

Monitor Understanding

- Teachers have been encouraged to make use of daily formative, low-stakes assessments such as “Do Nows” and/or “Exit Tickets” to check for understanding and to inform and adjust their practice
- Use of common planning time to discuss/develop/adjust common benchmark assessments and then to analyze student results from those benchmark assessments to inform and adjust instructional practice
- Purposeful use of the PASE period to provide “just-in-time” supports/interventions to students in need and/or to enrich the experience for students who are ready to accelerate