

HPS Curriculum Department at HHS

Back to Basics- Who we are and our Top Two this year!

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Bonnie Antkowiak- Chief of Teaching Learning and Leading:

This year we will continue to create a cohesive and collaborative curriculum for all our students across our district. Our Goals are always to :

- Support our staff in building a vertical and horizontal alignment of the curriculum
- Support our staff and students with quality online platforms and resources
- Support our staff with quality Professional Development
- Create useful data that can be used for instruction

We have expanded our curriculum department to include a Fine Arts and Music Supervisor, a District Coach of Health and Wellness, and we are continuing our search for a District Coach of World Languages. Here are the top 2 priorities happening in our department by subject this year.

Kevin Higginbottom, Curriculum Supervisor, Science & Technology

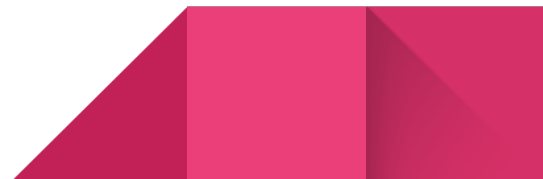
- K-8 teachers will implement common assessments in science this year. The focus will be on evaluating students' skills with 3 of the STE Practices: 1. Planning & Carrying Out Investigations, 2. Data Analysis & Interpretation, and 3. Constructing Explanations. Student performance data will be

collected and analyzed to determine approaches to facilitate improvement with these important skills.

- Earlier this spring, DESE approved our application to earn Innovation Pathway status for the HHS Biomedical Science and Engineering programs. Currently, 41 students are enrolled in the engineering program and 60 students in biomedical science. Student and family interest is very high and we anticipate that enrollment will continue to grow in the coming years. The Innovation Pathway designation will allow HHS to better access state funding to support the growth and development of these two programs.

Meg Arivella, District Coach Health & Wellness (NEW STAFF)

- As a new position-collaboration, enhancement and development of relationships, curriculum, and cohesiveness between grade levels is a multi-tiered goal. At the District level, a needs assessment was created to determine what PE/Health teachers feel that the needs are at each level which will help promote instruction and planning. Utilizing a mental health grant, we will be able to supply PE and Health teachers with additional, desired curriculum materials for many classrooms. This group will also benefit from professional development this year provided by various resources, specifically a team from Lighthouse Wellness and Health Education Consulting which focuses on culturally relevant, equitable and skills based education planning.
- The Wellness Committee is being developed with co-coordinators Megan Arivella and Katie Vozeolas with the participation of Dr. Maddox, school and community members to focus on the wellness policy and avenues to support



students and families. Piloted programs, additions to the curriculum and support at all levels has so far included collaboration with the YWCA, UTEC, the HPS DESE Mental Health & SEL Academy, HPD, nurses and counselors. The Boston vs. Bullies Program, proactive anti-bullying lessons will be implemented in Grade 5 across the District. Mr. Gibson at Consentino will work with the YWCA for a supplemental health program in Grades 5 & 7 (with hopes to further the work in other schools) and at the high school, Mrs. Begley and Ms. LaBelle will work with the National Health Promotion Association to pilot a drug prevention curriculum.


Meg DeLong, District Social Studies Coach

- At the elementary level, "Must-Do" guides to match our fairly new K-5 IMPACT Social Studies program were developed over the summer. These chapter guides include read-aloud books to develop prior knowledge, explicit vocabulary instruction, and streamlined instructional practices from the program known to be the most effective to promote educational equity among all elementary schools.
- At the middle school level, the grades 5-8 Document-Based Question (DBQ) assessment rubric was revised to create a more detailed scoring tool for the collection of data on students' writing. The team also created DBQ unit guides to promote consistent and equitable assessment in all middle schools. Fifth grade teachers now have an explicit teaching guide to ensure that all grade 5 students are taught how to write a DBQ essay. Through these initiatives and increased data collection, we will be able to target specific skills for intervention in Social Studies, as well as support the transition of our 8th graders to high school.

Victoria Hernandez-Bailey, Student Success Coordinator (New Staff)

- One great thing happening this year is that each building is being trained in understanding and utilizing the district's Multi-tiered System of Supports handbook and District Accommodation Plan. There will be a series of 5 trainings with the first presentation happening this month. The goal this year will be to strengthen tier 1 instruction in classrooms, while instructional leadership teams take a deeper dive into reviewing multiple pieces of data and building offerings to make better tier 2 and 3 intervention recommendations for any student requiring something more.
- Another great thing happening throughout the district is getting back to basics with using our iReady program to its fullest potential for reading and math K-12. The fall diagnostic testing window is open and schools will be collecting data, having data-driven discussions in their PLC meetings next week, and in person training by iReady consultants in October. At the High School, they will be using the data to make informed decisions about intervention classes and moving students into honors classes.

Victoria Kelley, Supervisor of Career Technical Education 5-12

- With the addition of the Biomedical Science and Manufacturing/Engineering programs we now have 5 Career Technical Education programs at the high school with a current enrollment of **309 students**. The focus for **grade 9-12** is to provide quality work based learning activities for all CTE students and incorporate feedback into students career and academic plans (MyCap).
 - The focus for **grade 5-8** is to increase student awareness of CTE programs by engaging in new recruiting activities and to support the implementation of
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MyCap using Naviance. The projected outcome will be the creation of academic and career plans that will be updated yearly and travel with the students throughout middle and high school.

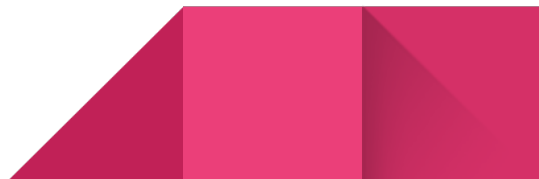
Susan Hatfield, Supervisor of Fine Arts and Music (New Staff)

- A new supervisor to support and coordinate all Fine and Performing Arts programs and teachers, PK-12!
- A full return (knock on wood) to live, in-person performances and exhibits, on-campus and off!

Kate Lally, Math Curriculum Supervisor

- So excited to say... fully staffed with a Math Coach and 2 Math Interventionists in the buildings. Groups for intervention, including enrichment/acceleration, are being identified; with a vetted, rigorous, teacher created resource accessible to every teacher with standards organized activities. Stay tuned for the story the data will tell!
- Expanded HHS PreAP offerings to include Algebra 2 for all HHS students. This will increase the rigor in all 3 of our major core Math courses, Algebra 1, Geometry and Algebra 2.

Jennifer Peterson, ELA Curriculum Supervisor (New Staff)



- In order to build a solid foundation for our youngest readers, all K-3 teachers will take part in Keys to Beginning Reading training. Literacy Coaches began their training this summer and will work with K-3 staff in their buildings during curriculum time & PLC time. In addition to that, in grades K-2, all classroom teachers will be implementing the Heggerty program. Heggerty Phonemic Awareness Curriculum is a systematic 35 week program of daily lesson plans that provide a high level of explicit modeling and student engagement. Each level of the Heggerty Phonemic Awareness Curriculum focuses on eight phonemic awareness skills that will continue to strengthen the foundation.
 - Literacy Interventionists will use Bridge the Gap Heggerty lessons as part of their daily instruction with small groups as well.
- In grades 6-8 we will continue to implement the StudySync program that was implemented last year. Students will engage in at least two novel studies that go along with the units and we will begin to use common assessments to monitor progress.

***** And a BIG thank you to Cheryl Queenan the Administrative Assistant to Chief of T, L, L, and the Curriculum Department on all the hard work she does on a daily basis.***

