

**Goal A**

**To prepare all students for college, career, and life-long learning through**

- A balanced and healthy school experience
- Continuity of curricula aligned with Commonwealth and community standards
- Support for educators to experiment and innovate
- Clear articulation of instructional models
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**Key Initiatives**

1. Align Belmont curriculum to state core curriculum
2. Implement district-wide common instructional models
3. Provide coaching and professional development for teachers to implement instructional models
4. Initiate and assess pilot models for instructional innovation
5. Implement new state model for English language learners
6. Develop and implement common templates for upper-grade curriculum
7. Reinstitute curriculum review cycles district-wide
8. Assess findings of the Youth Risk Behavior Survey and explore appropriate actions with the greater community

<b>Grades 6-12</b>		
<b>Action Steps (align with goals, initiatives)</b>	<b>Anticipated Outcomes</b>	<b>Implemented by</b>
Continue the revision of the curriculum maps for all foreign language courses and also include cultural components in each course.	A course and unit sequence that is appropriately challenging for students and meets state and national standards for language learning.	6-12 Foreign Language teachers, Principals, Foreign Language Steering Committee, Foreign Language Director
Continue to support and expand the use of technologies in classroom for instruction, assessment, communication, data collection, review and analysis	Increased access to technology and improved instruction and assessment in foreign language classes.	6-12 Foreign Language teachers, Principals, Foreign Language Steering Committee, Foreign Language Director
Update resources and texts for the Latin program grades 6-12.	Students will be provided access to a comprehensive Latin curriculum grades 6-12.	6-12 Latin teachers, Foreign Language Steering Committee, Foreign Language Director

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<b>Grades 6-12</b>		
<b>Action Steps (align with goals, initiatives)</b>	<b>Anticipated Outcomes</b>	<b>Implemented by</b>
Work with special educators to develop additional instructional strategies and routines to meet the needs of all learners	Struggling learners will meet more success in the foreign language classroom by having additional supports in place.	6-12 teachers, Principals, Special Educators, ESL teachers, Foreign Language Steering Committee, Foreign Language Director
Identify and implement supports for student groups who typically underperform in the foreign language classroom.	Underperforming subgroups will meet more success in the foreign language classroom by having additional supports in place.	6-12 teachers, Principals, ESL teachers, Foreign Language Steering Committee, Foreign Language Director

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<b>Middle School 6-8</b>		
<b>Action Steps (align with goals, initiatives)</b>	<b>Anticipated Outcomes</b>	<b>Implemented by</b>
Assign and schedule foreign language teachers to a specific team to ensure opportunities for maximum teacher collaboration	Teachers will participate more fully in the middle school team structure, collaborating with teachers of other subjects in order to best meet students' needs and share information on student progress.	6-8 teachers, Principal, Assistant Principals, Team teachers, Foreign Language Steering Committee, Foreign Language Director

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<b>High School Grades 9-12</b>		
<b>Action Steps (align with goals, initiatives)</b>	<b>Anticipated Outcomes</b>	<b>Implemented by</b>
Provide professional development and support for modern language teachers around immersion models in all levels	Modern language teachers will have expanded resources of immersion strategies to use in their classroom.	9-12 modern language teachers at Belmont High School and the Director of Foreign Languages
Continue to support and expand the use of technologies in classroom, including iPads, for instruction, assessment, communication, data collection, review and analysis	Increased access to technology and improved instruction and assessment in foreign language classes.	9-12 Foreign Language teachers, Principal, Foreign Language Steering Committee, Foreign Language Director

**Goal B**

**To support continuous improvement and overall programmatic and fiscal stability by**

- Engaging administrators, teachers, students and community stakeholders in generally accepted practices of long-term strategic planning.

**Key Initiatives**

1. Develop a three- to five-year strategic plan that includes fiscal projections of needs and priorities
2. Articulate and implement annual benchmarks and measures for gauging district performance
3. Review and articulate core values, vision, and mission
4. Identify and address specific student performance achievement gaps
5. Project students population changes and determine appropriate class sizes
6. Review and respond to NEASC findings at BHS

<b>BPS</b>		
<b>Action Steps (align with goals, initiatives)</b>	<b>Anticipated Outcomes</b>	<b>Implemented by</b>
Develop and implement an elementary foreign language program for students in grades 1-4.	Foreign language instruction will begin for all students in grades 1-4 providing them with a foundation for foreign language learning.	1-12 Teachers, Principals, Foreign Language Steering Committee, Foreign Language Director

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<b>Middle School 5-8</b>		
<b>Action Steps (align with goals, initiatives)</b>	<b>Anticipated Outcomes</b>	<b>Implemented by</b>
Create plan to reinstate 5 <sup>th</sup> grade exploratory program	Fifth grade students will begin to study foreign languages, build a foundation for foreign language learning, and make an informed decision for their language study in grades 6, 7, and 8.	5-8 teachers, Principal, Foreign Language Steering Committee, Foreign Language Director
Identify needs of the FL program for the integration of technology in the FL program at CMS	Appropriate technology integration that incorporates 21 <sup>st</sup> century learning skills in the foreign language program at the Chenery.	6-8 teachers, Principal, Technology Director, Foreign Language Steering Committee, Foreign Language Director

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<b>High School 9-12</b>		
<b>Action Steps (align with goals, initiatives)</b>	<b>Anticipated Outcomes</b>	<b>Implemented by</b>
Update and Maintain equipment in the Foreign Language Lab at the high school	Students will continue to have access to current technologies to support and enhance foreign language instruction.	9-12 teachers, Principal, Technology Department, Foreign Language Steering Committee, Foreign Language Director

**Goal C****To ensure that students receive instruction from consistently highly qualified educators who pursue continuous improvement of their art by**

- Hiring well-prepared and diverse professionals
- Sustaining continuous professional development by means of clear and coherent plans, and
- Implementing a successful educator evaluation system in line with new Commonwealth standards.

**Key Initiatives**

1. Implement a new educator appraisal system in partnership with BEA
2. Extend professional personnel recruitment to expand the diversity of the applicant pool
3. Continue to refine the work of Professional Learning Teams (PLTs)
4. Create career ladders for aspiring district educators
5. Plan and initiate a search for a permanent superintendent of schools

<b>6-12</b>		
<b>Action Steps (align with goals, initiatives)</b>	<b>Anticipated Outcomes</b>	<b>Implemented by</b>
Utilize department and curriculum meeting time to communicate and highlight examples of instructional strategies that support quality instruction as outlined in the new teacher appraisal system put forth by the Massachusetts Department of Elementary and Secondary Education.	All foreign language teachers, 6-12, will have expanded resources of instructional strategies for use in their classroom.	Foreign Language Teachers, Principals, Director or Foreign Language, Foreign Language Steering Committee
Research, identify, select, and implement District Determined Measure for foreign language teachers as required by Massachusetts Department of Elementary and Secondary Education.	Common measures of student learning, growth, and achievement in the area of foreign language.	Foreign Language Teachers, Principals, Director or Foreign Language, Foreign Language Steering Committee
Support staff development through continued work on Professional Learning Teams as well as professional development programs at local and regional levels.	Teachers work collectively to address a common student learning goal through their PLT, and also seek outside expertise through programs offered at EDCO, MaFLA, and other agencies and conferences.	Foreign Language Teachers, Principals, Director or Foreign Language, Foreign Language Steering Committee



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<b>6-12</b>		
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Provide Professional Development around the use of technologies in classroom for instruction, assessment, communication, data collection, review and analysis	Improved instruction and assessment in foreign language classes.	6-12 Foreign Language teachers, Principal, Foreign Language Steering Committee, Foreign Language Director