



CURRICULUM COUNCIL AGENDA

May 13, 2020 (Virtual Meeting)

Members Present: Angela Heffner, [Wanda Miller](#), Cathy Collins, Patrick Horstman, Julie Stewart, Fran Mort, Jill Ackerman, Jackie Blosser, Matt Quatman, Joel Steinmetz, Kristin Lee, Brian Wischmeyer, Lee Stockhaus, Peter Badertscher [purple not in attendance](#)

Old Business-

New Business –

ELA Subcommittee report for K-6 Adoption – Jackie B.

see attached documents in appendix that were shared by Jackie by email to all members

Open Court for K-2 is recommended. Decodable Readers reflect controlled text aligned to the skills taught. It is the best program reviewed for K-2 that matches the research of LETRS for foundational skills instruction, which is an area of weakness for the district.

Committee had about 25 members across all grades including coaches and administrators. Rubrics were sent to all teachers in all buildings, but the return rate was not as anticipated. All committee members also completed the rubric for each textbook option.

Grades 3-6 recommendation is to adopt Wonders 2020. It has more alignment to state assessments for ELA than any other options. The Reading Writing workshop is now consumable so CLOSE Reading and writing are done right in the workbook with the text. Program will be run through ConnectED just like now.

Tier III students (self-contained SWD)- a product is still under investigation for those students.

Patrick moved and Brian Seconded a motion to approve the Open Court for K-2 and Wonders 2020 for 3-6. Motion passed without dissent.

Committee Updates

Arts –

Online working ok. Discussion for possible blended learning for next year is occurring. Collection of school instruments and how to make that work next year with sharing/not sharing of instruments is occurring. Vocal music's future is scary and completely up in the air waiting for the virus science to catch up.

Career Tech –

"CTE numbers are good for next year. CTE is working on a plan for what can work for our department if we can't come back to school in person. CTE classes have minimal number of hour requirements for each course taught and a good share is Hands-On--can't just watch an oil change video--have to actually do the oil change." shared per email 5/12/2020

ELA –

LETRS course participants will be done by next Friday. Many Cohort 2 teachers will be continuing the course during the summer for the online portion. The "Bridge to Practice" implementation piece will be done during PD time throughout next school year. Those not opting to do the LETRS course over the summer will be scheduled during the school year with substitutes provided where necessary. The ELA implementation team will work over the summer to update the practice profile and pacing based on the new adoption. Margo Shipp, from SST 6 will be working with the ELA Implementation to determine any gaps in the new adoption based on LETRS learning and aligning interventions needed. The HS Reading intervention course is not being implemented next year due to the uncertainty of what the start of the school year will look like with COVID 19 restrictions. The State Literacy Development Subgrant was not pursued any further based on recommendations that the course be put on hold. There is a high school ELA committee working on identifying priority standards for ELA 9 and 10 and pacing with Brandon Doubek. This committee is also working on what interventions can be put in place within the English 9 course for students reading below grade level. This will include the creation of a "reading improvement plan" for 9th graders with reading levels that are well below grade level.

Math –

See pages 8-16 of Cathy's document that was shared by email on 5/12 should be reviewed. Heritage K-4 will be piloting Ready Math for next year. A virtual K-8 PD session is being offered early in June to all math teachers. HS to work on pacing revisions during the summer. Algebra One including eighth grade will be using stand alone ALEKS and not embedded ALEKS for next school year. iReady will be purchased up to 8th grade next year.

Science –

MS and HS teachers who have interacted with Joel have managed to keep up with much of the pacing calendar throughout the time we have not been physically in front of students.

Social Studies –

Social Studies Weekly has been piloted by Liberty 4th grade. Cost is \$400 per classroom. MS and HS teachers have shared how they have been delivering instruction, mostly just putting out activities vs. actual teaching. Patrick expressed concern that paper copies have not been timely returned and of questionable value for a teacher to react to them.

Special Ed. –

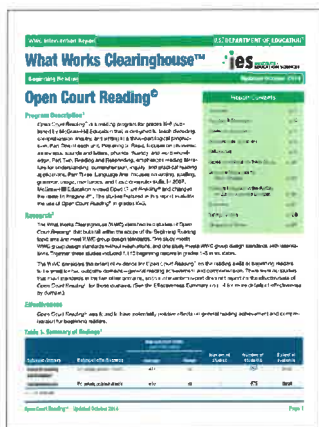
A new replacement for Teresa Gantz, who moved to the Director of School Improvement Position, and a psychologist will be interviewed next week. We were NOT given permission to reduce SWD requirements during the COVID 19 School Closures, though Betsy Devos could have opted for that.

Technology –

About 500 chromebooks were distributed during this session. Technology Task Force is meeting with about 37 members tasked with selecting one learning management platform for the district. A district decision on Video conferencing will also be determined by this task force.

Motion to adjourn Meeting was made by Pete and seconded by Joel and was approved at 12:47 P.M. without dissent.

Open Court Reading Meets Top Tiers of ESSA Criteria



The What Works Clearinghouse™ (WWC) report from 2014 details two studies of the core literacy program *Open Court Reading*. This evidence-based report examined two studies which meet Every Student Succeeds Act (ESSA) criteria, one meeting Tier 1 (Strong Evidence) criteria while the other meets Tier 2 (Moderate Evidence) criteria.

The studies in the WWC report are research-based proof of how the *Open Court Reading* program leads the way to literacy success through systematic teaching and learning. This report can help guide decisions about evidence-based curriculum.

Summary of Findings of What Works Clearinghouse™ Report (October 2014)

- Studies conducted and cited in this report met WWC design standards and comprised a total of 1,113 students in grades 1 through 3 located in six states.
- With regards to effectiveness, the report states: “Open Court Reading was found to have potentially positive effects on general reading achievement and comprehension for beginning readers.”
- Skindrud and Gersten (2006) found an average improvement index of +12 in general reading achievement. Borman et al. (2008) found an average improvement index of +10 in comprehension. These improvement indices show the expected percentile gain of the average student due to the intervention and usage of *Open Court Reading*.

Why does *Open Court Reading* lead to these findings?

- Systematic, explicit instruction is clearly linked across five major areas of reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Students learn comprehension strategies and skills as they read a selection. Vocabulary development is always in progress – before, during, and after reading a selection.
- Students move from phonemic awareness to phonics to morphology, or the study of word structure. Students learn to identify and read meaningful chunks of words rather than decode individual spellings.
- A logical progression of skill-building in an overlapping pattern allows teachers the opportunity to introduce new skills while simultaneously reinforcing those previously learned.



Details of Study in General Reading Achievement Domain

The Skindrud and Gersten (2006) study examined the effects of the program in students in 12 Sacramento schools. The study looked at student outcomes both at the end of second grade and the end of third grade. Outcomes at the end of third grade reflected what the report called “maximum exposure” to the program. The study’s outcomes were based on the Reading subtest of the SAT-9. In the area of general reading achievement, Skindrud and Gersten (2006) found an average improvement index of +12.

When aligned with ESSA tiers of evidence criteria, the Skindrud and Gersten (2006) study and its outcomes fall in Tier 2, the Moderate Evidence of Effectiveness category. This means the study was a well-designed and well-implemented yet quasi-experimental design and had a significant favorable effect.

Details of Study in Comprehension Domain

Borman et al. (2008) looked at effects of the program in students from five schools located in five states. This study reported outcomes after 7 months of implementation. These outcomes were based on the Reading Composite score of the CTBS/5 Terra Nova test. In the area of comprehension, Borman et al. (2008) found an average improvement index of +10.

When aligned with ESSA tiers of evidence criteria, the Borman et al. (2008) study and its outcomes fall in Tier 1, the Strong Evidence of Effectiveness category. This means the study was a well-designed and well-implemented experimental design and had a significant favorable effect.

Citation:

What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2014, October). WWC Intervention Report: *Open Court Reading*. Retrieved from <http://whatworks.ed.gov>

Wonders ©2020

QUICK TALKING POINTS

These high-level topics are for initial conversations; additional detail and updates are further below.

- **Increased opportunities for reading, writing, and critical thinking:** more options to read, write, and connect with the new interactive Reading/Writing Companion. Text sets allow students to go deeper and spend more time reading and thinking. Students have daily opportunities for writing through every step of the writing process, including a new digital toolkit.
- **Support for multiple instructional pathways and flexible resources:** The curated resources in *Wonders* can be used to support a variety of instructional approaches. *Wonders* also makes it easy to integrate your favorite resources, focus on small-group teaching, and provides guidance as you Teach It Your Way.
- **Support for English Language Learner (ELL) instruction is now fully integrated into the core *Wonders* curriculum:** powerful features and resources are highlighted throughout, including differentiated instruction for newcomers, beginning, intermediate, and advanced learners. A separate ELL curriculum is not required.
- **Focus on social emotional learning and teaching the whole child:** *Wonders* is organized around three related focus areas to help students learn how to learn and become critical thinkers: social emotional learning, habits of learning, and classroom culture. In grades K–1, we are proud to partner with Sesame Workshop to provide an integrated approach to SEL skills within the *Wonders* curriculum.
- **Enhanced digital resources to save you time and support classroom instruction:** Data Dashboard reports turn student data into differentiated, instructional recommendations; on-demand Professional Development gives you everything you need to get started with *Wonders* and topical support throughout the year; and much more!

NEW - Program Organization

- **A new student edition:** This Interactive student edition ensures students master the close reading routine, respond to the shared read, apply skills and strategies; talk, cite text evidence, and write. (*Grade K: 10 volumes; Grades 1–6: 3 volumes*)
- **New organization of resources by genre text sets.**
 - Grades K–1 teaches about genre in one-week cycles, with a focus on learning to read
 - Grades 2–6 teaches through genre, explored over the course of ten days to allow for a deeper exploration of the connected texts, and to offer more time for reading, analysis, and writing in response.
- **More options to use literature *your way*:** The selection of authentic literature is now reorganized in grades 2–6, with three genre studies appearing first. *Wonders* has also added more suggested titles to the unit bibliographies, either for shared or independent reading.
 - The rich and complex authentic literature selections found in *Wonders* are by award-winning authors and offer students robust opportunities for deep exploration of text. We believe that all children should be represented with the opportunities to engage in worthwhile tasks and have their materials be free from cultural, ethnic, ability, or gender bias—and that’s exactly what you find in *Wonders*.
- **Foundational skills practice:** Key instruction in grammar, spelling, vocabulary, and handwriting practice within the Practice Book (BLM) is arranged to make it easier for the teacher to give assignments based on student need—another way *Wonders* helps you Teach It Your Way. They are **no longer leveled**, except for one Phonics/Spelling page per week.

NEW - Instructional Path and Focus Areas

- **Even more support for close reading:** *Wonders* offers plentiful, high-quality short reads to take the guesswork out of text selection for close reading instruction and practice. Students practice methods for annotating texts—a key strategy for close reading—and learn to identify high-quality text evidence using their Reading/Writing Companion. At every grade, Think Alouds provide multiple modeling opportunities.
- **Integrated reading and writing instruction:** *Wonders* honors the reciprocal processes of reading and writing; daily writing opportunities increase writing stamina and fluency and, when paired with reading instruction, deepen understanding of texts through differentiated, high-quality writing instruction. In grade 1, students follow the full writing process in each unit, over the course of two weeks. In grades 2–6, you have the option to choose your pace for process writing—from two weeks to four weeks.
- **Teach the whole child, and every child:** *Wonders* emphasizes the need to teach the whole child, and every child, to promote a culturally responsive learning environment. Our resources embed habits of learning and social emotional learning throughout the units to help teachers build a culture of collaboration in the classroom. *(See SEL section below for more information)*
- **Teach It Your Way pathways acknowledge teachers' expertise**—and support classroom instruction. While you and your teachers may use the same set of resources, every teacher has a unique set of skills and personal teaching style that reaches students in a way that no one else can. In grades K–6, *Wonders* makes it easy to integrate favorite resources, focuses on small-group teaching, and helps teachers “Teach It Your Way.”

NEW - English Language Learner Integration

- **Scaffolded support for English Language Learner (ELL) instruction is now fully integrated** into the core *Wonders* curriculum, with features and resources highlighted throughout each unit of the Teacher’s Edition—including differentiated instruction pages for beginning, intermediate, and advanced learners, focusing on the same texts and scaffolded shared reads as the core instruction. A separate ELL curriculum is not required!
- **Powerful strategies, guidance, and ELL support:** The *Wonders* Teacher’s Edition offers explicit guidance for building background, pre-teaching vocabulary, and setting purpose. The Interactive Question-Response Routine walks through the text, by paragraph and page, with differentiated discussion prompts, guidance for comprehension, and collaborative conversation opportunities.
- **Instructional recommendations for newcomers:** Teachers of newcomers to the English language will find specific instructional recommendations within the Teacher’s Edition, as well as lesson cards and practice sheets. Newcomer features and resources are designed to build oral language.

NEW - Social Emotional Learning Focus

- **Organization around three related social emotional learning focus areas** help students learn how to learn and become critical thinkers: social emotional learning, habits of learning, and classroom culture.
 - Positive **social emotional learning (SEL)** gives learners the critical competencies to experience success in school and life with understanding, flexibility, support, and resiliency. Research shows that teaching critical SEL skills can result in significant improvements in academic performance.
 - The six **Habits of Learning** were designed to encourage curiosity and critical thinking, across grades K–6. They teach students how to learn, communicate, solve problems, and be an active part of their community of learners.

- **Classroom culture** fosters the development of the classroom community of learners with opportunities to strengthen classroom relationships, such as collaboration, restating the community focus, and developing a love of reading.
- In grades K–1, we are **proud to partner with Sesame Workshop to provide an integrated approach to SEL skills** within the *Wonders* curriculum. This includes circle-time videos and lessons starring beloved Sesame friends, as well as weekly parent newsletters that help extend learning into the home. In grades 2–6, the Essential Question and literature of each genre study promotes a key social emotional learning skill, such as self-confidence, logic and reasoning, and pro-social behavior. A complete K–6 SEL matrix can be found in the back of the TE.

NEW - Digital Resources

- The *Wonders* **Data Dashboard** includes a new **Grade Card Report**. The Grade Card report can be used to access a printable snapshot of each student’s highest and lowest performance aligned to standards or skills. You may find it helpful for discussing students’ learning goals with administrators, families, and individual students.
- The **Online Writer’s Notebook** offers **blended learning options for writing instruction and independent practice**. Students have a digital toolkit of writing and markup tools to use as they develop, rewrite, and publish their pieces. Teachers may log in to check for progress and can provide feedback digitally, making it possible for students to work through the entire writing process online.
- **Leveled genre passages**, with small-group lessons on how to use them.
- **Auto-Grade Practice Pages** will be scored and reported, along with the formal assessments, games data, and observational rubrics, to the Data Dashboard. This is just one more way to monitor student progress. *(Available summer 2019)*
- **StudySync Blasts added for Grade 2**. In addition, there are now more *StudySync* blasts in Grades 3–6, now leveled for On or Approaching learners.

NEW - Professional Development Resources

- **PD Learning Modules:**
 - Digital Quick-Start: focuses on resources and the Placement and Diagnostic Assessment
 - Wonders Basics: introduces the curriculum, instructional paths, and resources
 - Key Instructional Modules: includes topics such as support for ELLs, writing, small-group management, and many more
- **Coach, classroom, and author videos:** new topics include SEL and Dual Language Learners *(Modules will be added throughout 2019)*

IMPROVED - Foundational Skills Tool

- Within the *Wonders* TE, **Word Work Tools and instruction are more visible**. The Phonics Skills Trace, in grades K–2, helps ensure complete coverage of phonics, a key foundational skill, for each student.



RESTARTING SCHOOL

Planning for Acceleration in the 2020-
2021 School Year

April 2020



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Introduction

The COVID-19 pandemic has forced schools across the country to confront unprecedented challenges. Teachers, principals, and school support staff are doing heroic work to offer stability for students and families during this crisis by providing meals, home learning resources, and online instruction.

But the longer schools remain closed—likely through the end of the academic year in most states—the higher the stakes become for next school year. A [recent study](#)¹ predicted that students will experience a learning loss of 30 percent in reading and 50 percent in math as a result of the crisis. Left unchecked, it's an academic setback that could derail the futures even of students who were previously on grade level—and would be disastrous for students who were already behind.

The typical approach to remediation—providing work better suited for earlier grades—won't come close to catching students up and will likely compound the problem. In our recent study, [The Opportunity Myth](#),² we found this approach of “meeting students where they are” practically guarantees they'll lose more academic ground and get even less access to grade-level work in the future. The students stuck in this vicious cycle are disproportionately the most vulnerable: students of color, from low-income families, with special needs, or learning English.

In other words, doubling down on current strategies for catching students up will only widen opportunity and achievement gaps. Schools need to be ready on the first day back with a fundamentally different strategy for diagnosing lost learning and putting every student on a fast track back to grade level—a strategy designed to accelerate their exposure to grade-appropriate work, not delay it.

Asking schools to make such a dramatic shift would be hard enough even under the best circumstances. But on top of the academic challenges students face, nearly all will be coping with trauma from extended social isolation, the loss of loved ones, or increased poverty and economic instability. Principals and teachers have endured similar trauma. There may be an ongoing and unpredictable need to increase social distancing. And a looming recession is threatening education budgets at a time when teachers will need more support and more time to adjust their instruction to a new reality.

Addressing these challenges will require a new level of focus on proven strategies to accelerate student learning. The alternatives—like going back to “business as usual” approaches to teaching and learning in the face of massive learning loss, or ramping up existing remediation strategies guaranteed to make things worse—are unthinkable. And imperfect attempts to accelerate learning back to grade level will create far better school experiences for many students than what they received before the crisis.

The key is doing the right planning for the new school year, right now.

We've created the following guidance to help school and district stakeholders responsible for that planning, organized around a few key questions:

1. **How do we create a plan to accelerate student learning?**
2. **How do we accelerate student learning in the next two years?**
3. **What other challenges should we be anticipating as we plan to accelerate student learning?**

¹ https://www.nwea.org/content/uploads/2020/04/KAP5122-Collaborative-Brief_Covid19-Slide-APR20_FW.pdf

² <https://opportunitymyth.tntp.org/>

We've grounded these questions and the advice that follows in a set of values we believe should guide any school system's decision making in the months ahead:

Grade-level content is the academic priority.

Run every idea through a simple test: Will this help every student get back to grade level? We don't mean ignoring social/emotional or other non-academic needs; addressing those are core to setting students up for success. But more than anything else, you should prioritize accelerating students' learning by accelerating their exposure to grade-appropriate content—so that every student can get back to grade level. It won't happen in a single year, but if you don't set the goal and build a strategy around it, it won't happen at all.

Address inequities head-on.

Losing so much of this school year has likely exacerbated existing inequities and opportunity gaps in your system. Communicate about that openly and ensure that your plan for restarting school accounts for the academic and social/emotional supports students will need.

Support and assume the best of all your stakeholders.

In this pandemic, everyone has done the best they know how to do in an unprecedented situation. Assume the best of your students, families, and staff in your decision making as you plan for reopening, and ensure that you have a strong plan to provide training and support for your teachers and school leaders.

Communicate clearly.

Your families and staff might still feel overwhelmed by at-home learning, so as you think about how to prepare for next year, make sure your decisions are as clear and simple as possible. You'll also want to share how decisions have been made and who was consulted in making those decisions.

The sections of this document that follow will help you answer these guiding questions and assemble the people, information, and processes needed to plan for the 2020-21 school year.

How do we create a plan to accelerate student learning?

Schools and systems are pushing the limits of their capacity just to provide for students' basic needs during extended closures, so it may seem difficult to even imagine planning for reopening. But planning to accelerate student learning will be more difficult than planning for any "normal" school year—which is why it's so important to start the process as soon as possible, engaging the members of your community (including students, teachers, and families) your planning will impact the most.

KEY RECOMMENDATIONS

1. **Assemble a small, diverse acceleration planning team** for a series of planning sessions.
2. **Plan for several potential instructional delivery scenarios** in the 2020-2021 school year.
3. **Assemble an advisory committee** that will offer your acceleration team student, teacher, leader, and family perspectives about the choices and decisions you are making.
4. **Prioritize concretely planning to accelerate student learning** across the course of the next school year.
5. **Answer key questions** you'll need to begin planning for reopening.
6. **Start with information you already have** to answer key questions.
7. **Then, collect any additional information** that you need but don't already have.
8. **Identify challenges and opportunities**—three to five each—that your team will need to address.

To plan for reopening schools as effectively as possible, you'll want to pull together a small, diverse acceleration planning team for a series of planning sessions.

The core planning team will focus on creating a strong plan to accelerate student learning, providing the resources and supports teachers and school leaders will need to help students access grade-appropriate assignments. You should set the expectation that they will spend at least half their time focused on preparing to launch school next year. (This might mean taking some at-home learning responsibilities off these staff members' plates.)



Getting Started: [Considerations for Assembling Your Acceleration Planning Team](#)

Alongside your operational team, your acceleration team will need to plan for a few potential instructional delivery scenarios in the 2020-2021 school year.

It's possible that school will occur in at least four different ways next school year, given that [epidemiologists believe there may be continuing waves of COVID-19 infections until a vaccine becomes available](#).³ Your operational team should collaborate closely with your academic team to plan for the following possibilities: (1) the school year needs to start virtually; (2) the school year needs to start with staggered schedules, to accommodate social distancing

³ Strazewski, L. What's ahead on COVID-19? Expert offers forecast for summer, fall. Retrieved 22 April 2020 from <https://www.ama-assn.org/delivering-care/public-health/what-s-ahead-covid-19-expert-offers-forecast-summer-fall>.

requirements; (3) the school year includes rolling closures as a result of the second wave of COVID-19; and (4) the school year starts as it historically has.

In all these cases, you'll want to prioritize accelerating student learning, so the content planning your team focuses on will be applicable no matter what. However, the mechanism of delivery (at-home learning, staggered in-person schedules, etc.) might look different—so your district will need clear expectations for principals, teachers, and other school staff in each of these scenarios, and you'll need to communicate your high-level plan for each scenario to all stakeholders. Right now is your chance to plan for these possibilities, so take advantage of the time and ensure your acceleration team is collaborating with your operational team to create a strong game plan.



Getting Started: [Tips for Planning Additional At-Home Learning](#)

Your acceleration team should have an advisory committee that will offer student, teacher, leader, and family perspectives about the choices and decisions you are making.

Your advisory group should include a few diverse students, teachers, family members, and school leaders who can share their own goals for the next school year to influence your goal-setting, offer feedback on the acceleration plan and next steps you're taking, and share thoughts about the most effective ways to communicate with your community.

Once you've established the team, they should prioritize concretely planning to accelerate student learning across the course of the next school year.

We've laid out a potential monthly scope and sequence for this team's work, but you should adjust this according to your system's calendar and the work you've already completed.



Getting Started: [Acceleration Planning Sample Scope and Sequence](#)

Once your team is convened, ensure that you collectively answer key questions you'll need to begin planning for reopening.

Your acceleration planning team should be able to answer some key questions about how stakeholders are experiencing the current period of at-home learning so that you can anticipate what will be needed for the new school year:

Basic needs: Have students' and families' basic needs (like food, housing, and childcare) been met during the pandemic?

Student learning: Have students and their families had the resources and support they needed to continue learning?

Connectedness: Do students and their families feel connected to your school community? Do teachers feel connected to their schools?

Communication and expectations: Do students, families, and your staff feel communication and expectations have been clear while schools have been closed?

Future planning: What do students, families, and your staff say they need to be ready for restarting school?

To answer these questions, start with information you have already collected.

You might already have some of this information through interactions you're having with students and their caretakers right now. Maybe you've given a survey to families about their access to food or technology. Maybe your team has had conversations with families and teachers about how distance learning is going. Start with what you know to generate a detailed list of opportunities you see and challenges that you are facing as you return to school.

Then, collect information you need that you don't already have.

In some cases, you might realize through a series of conversations with your planning team that you need a deeper understanding of a particular opportunity or challenge—or even a more general understanding of the experiences that your students, families, and teachers are having right now. If that is the case, consider collecting additional information to inform your team's planning.



Getting Started: Ideas for Collecting Additional Information

Settle on the list of three to five significant opportunities to capitalize on and three to five significant challenges your team will need to address as you create your reopening plan.

Your planning team will need a clear understanding of these most important strengths and challenges as you build your plan. Think about how to capitalize on the wins you experienced during at-home learning. For example, did students share that it felt good to have a greater opportunity to autonomously drive their learning? If they did, consider how you could build on that and provide even more opportunities for students to be autonomous during the school year.

PCL XL Error

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