



# Board of Education Meeting

Curriculum Office

July 10, 2023

# Updates and Discussion Items

## Equity-Oriented System

- 23-24 PD and Leadership Structure

## Student Support Systems

- Summer Programming Update

## Assessment

- 98B Update
- Standards Based Outcomes (TK-6)
- SEL Update

## Curriculum (Adoption and Implementation)

- 95 Core Phonics Update
- UFLI Update
- ELA and Math Adoption Requests

# Equity Oriented System



[Hill Pedagogies](#) Train the Trainer model

- 25 staff members
- Five 3-hour sessions
- Working directly with Dr. Muhammad
- Growing fluency with developing culturally responsive learning experiences

# Student Support Systems

## Summer Programming 6-12

- 207 students enrolled in traditional summer school; 369 classes, 14 test outs.
- 85 students in Learning Recovery
- 75 Middle Level Experience

## Summer Programming TK-6

- Housed at Hope/PBL/Specials/Breakfast and lunch
- 191 enrolled to start
- 6 dropped before it started
- 72% have showed up every day

# Assessment

## 98B Update

- 2 data points (21-22 and 22-23)
- Cohorts
  - Growth from Fall to Spring
  - Growth from year to year
- Subgroups

## Standards Based Grading Outcomes

- Balcony View 22-23 school year
- Identified standards over time
  - Spring of 22 (Instructional Coaches/Classroom teachers)
- Spring 22 to Spring 23

## SEL Update

- Focus for 22-23 school year
  - *Self-Awareness and Self-Management*
  - *Outcomes*
  - *Next Steps...*

# Academic Goals Fall-Spring (Midway)

## Literacy- Midway (GSRP)

- Skills being assessed
- Growth

Goal Category:	Goal Related to Student Achievement or Growth on K-8 Benchmarks	Outcome (21-22 school year)	Outcome (22-23 school year)	Benchmark
Fall Baseline Reading Goal	By the end of the program school year our PELI composite data will demonstrate: 70 % in green (At Benchmark) 15 % in yellow (Below Benchmark) 15% or less in the Red Tier (High Risk)	45% Green 27% Yellow 29% Red	50% Green/49 20% Yellow/20 30% Red/29  Total-98	<a href="#">PELI (Pre</a>
Middle of Year Reading Goal	By the end of the program school year our PELI composite data will demonstrate: 70 % in green (At Benchmark) 15 % in yellow (Below Benchmark) 15% or less in the Red Tier (High Risk)	53% Green 24% Yellow 23% Red	47% Green/60 22% Yellow/29 31% Red/40  Total-129	PELI
End of Year Reading Goal	By the end of the program school year our PELI composite data will demonstrate: 70 % in green (At Benchmark) 15 % in yellow (Below Benchmark) 15% or less in the Red Tier (High Risk)	48% Green 25% Yellow 27% Red	60% Green 15% Yellow 25% Red  Total- 138	PELI

# Reading Academic Goals Fall-Spring(TK-4)

## Reading: K-4

- Skills being assessed
- Average Range or Higher

Goal Category:	Goal Related to Student Achievement or Growth on K-8 Benchmarks	Outcome (21-22 School year)	Outcome/#tested (22-23 school year)	Benchmark
Fall Baseline Reading Goal	100% of students will score in the average range or higher for reading.	K-44% 1 <sup>st</sup> -34% 2 <sup>nd</sup> -48% 3 <sup>rd</sup> - 53% 4 <sup>th</sup> - 61%	K- 48%/319 1 <sup>st</sup> – 44%/349 2 <sup>nd</sup> – 53%/337 3 <sup>rd</sup> – 55%/339 4 <sup>th</sup> – 52%/343	<a href="#">Aimswest</a>
Middle of Year Reading Goal	100% of students will score in the average range or higher for reading.	K- 67% 1 <sup>st</sup> - 49% 2 <sup>nd</sup> - 56% 3 <sup>rd</sup> - 56% 4 <sup>th</sup> - 72%	K- 71%/327 1 <sup>st</sup> – 52%/349 2 <sup>nd</sup> – 61%/337 3 <sup>rd</sup> – 57%/334 4 <sup>th</sup> – 62%/346	<a href="#">Aimswest</a>
End of Year Reading Goal	100% of students will score in the average range or higher for reading.	K- 58% 1 <sup>st</sup> - 64% 2 <sup>nd</sup> - 65% 3 <sup>rd</sup> - 63% 4 <sup>th</sup> - 69%	K- 65%/333 1 <sup>st</sup> - 56%/347 2 <sup>nd</sup> - 61%/347 3 <sup>rd</sup> - 59%/328 4 <sup>th</sup> - 59%/347	<a href="#">Aimswest</a>

# Reading Academic Goals Fall-Spring(5-8)

## Reading: 5-8

- Skills being assessed
- Average Range or Higher

Goal Category:	Goal Related to Student Achievement or Growth on K-8 Benchmarks	Outcome (21-22 School year)	Outcome/# tested (2022-2023)	Benchmark
Fall Baseline Reading Goal	100% of students will score in the average range or higher for reading.	5 <sup>th</sup> - 62% 6 <sup>th</sup> - 54% 7 <sup>th</sup> - 56% 8 <sup>th</sup> - 52%	5 <sup>th</sup> - 76%/345 6 <sup>th</sup> – 72%/346 7 <sup>th</sup> – 68%/350 8 <sup>th</sup> – 58%/393	<a href="#">NWEA</a>
Middle of Year Reading Goal	100% of students will score in the average range or higher for reading.	5 <sup>th</sup> 60% 6 <sup>th</sup> - 61% 7 <sup>th</sup> - 63% 8 <sup>th</sup> - 54%	5 <sup>th</sup> - 76%/340 6 <sup>th</sup> – 70%/350 7 <sup>th</sup> – 68%/344 8 <sup>th</sup> – 61%/374	NWEA
End of Year Reading Goal	100% of students will score in the average range or higher for reading.	5 <sup>th</sup> - 68% 6 <sup>th</sup> - 71% 7 <sup>th</sup> - 60% 8 <sup>th</sup> - 56%	5 <sup>th</sup> -69%/336 6 <sup>th</sup> - 68%/342 7 <sup>th</sup> - 66%/326 8 <sup>th</sup> - 66%/365	NWEA

# Math Academic Goals Fall-Spring(TK-4)

## Math: K-4

- Skills being assessed
- Average Range or Higher

Goal Category:	Goal Related to Student Achievement or Growth on K-8 Benchmarks	Outcome (21-22 school year)	Outcome/# tested (2022-2023)	Benchmark Assessment (Name)
Fall Baseline Math Goal	100% of students will score in the average range or higher for math.	K-38% 1 <sup>st</sup> -48% 2 <sup>nd</sup> -47% 3 <sup>rd</sup> - 23% 4 <sup>th</sup> - 34%	K- 50%/317 1 <sup>st</sup> – 55%/348 2 <sup>nd</sup> – 67%/326 3 <sup>rd</sup> – 63%/328 4 <sup>th</sup> – 53%/334	<a href="#">Aimswab</a> Plus
Middle of Year Math Goal	100% of students will score in the average range or higher for math.	K- 69% 1 <sup>st</sup> - 61% 2 <sup>nd</sup> - 72% 3 <sup>rd</sup> - 61% 4 <sup>th</sup> - 58%	K- 72%/327 1 <sup>st</sup> – 73%/353 2 <sup>nd</sup> – 77%/318 3 <sup>rd</sup> – 70%/332 4 <sup>th</sup> – 56%/343	<a href="#">Aimswab</a> Plus
End of Year Math Goal	100% of students will score in the average range or higher for math.	K- 53% 1 <sup>st</sup> - 83% 2 <sup>nd</sup> - 72% 3 <sup>rd</sup> - 58% 4 <sup>th</sup> - 62%	K- 55%/332 1 <sup>st</sup> - 81%/345 2 <sup>nd</sup> - 77%/354 3 <sup>rd</sup> - 67%/326 4 <sup>th</sup> - 56%/344	<a href="#">Aimswab</a> Plus

# Math Academic Goals Fall-Spring(5-8)

## Math: 5-8

- Skills being assessed
- Average Range or Higher

Goal Category:	Goal Related to Student Achievement or Growth on K-8 Benchmarks	Outcome (21-22 school year)	Outcome/# tested (2022-2023)	Benchmark Assessment (Name)
Fall Baseline Math Goal	100% of students will score in the average range or higher for math.	5 <sup>th</sup> -46% 6 <sup>th</sup> - 44% 7 <sup>th</sup> - 36% 8 <sup>th</sup> - 40%	5 <sup>th</sup> - 67%/345 6 <sup>th</sup> – 57%/346 7 <sup>th</sup> – 65%/351 8 <sup>th</sup> – 57%/396	NWEA
Middle of Year Math Goal	100% of students will score in the average range or higher for math.	5 <sup>th</sup> - 44% 6 <sup>th</sup> - 46% 7 <sup>th</sup> - 42% 8 <sup>th</sup> -45%	5 <sup>th</sup> - 68%/340 6 <sup>th</sup> – 60%/352 7 <sup>th</sup> – 62%/352 8 <sup>th</sup> – 58%/383	NWEA
End of Year Math Goal	100% of students will score in the average range or higher for math.	5 <sup>th</sup> - 60% 6 <sup>th</sup> - 65% 7 <sup>th</sup> - 53% 8 <sup>th</sup> - 56%	5 <sup>th</sup> - 57%/336 6 <sup>th</sup> - 63%/343 7 <sup>th</sup> - 55%/290 8 <sup>th</sup> - 43%/317	NWEA

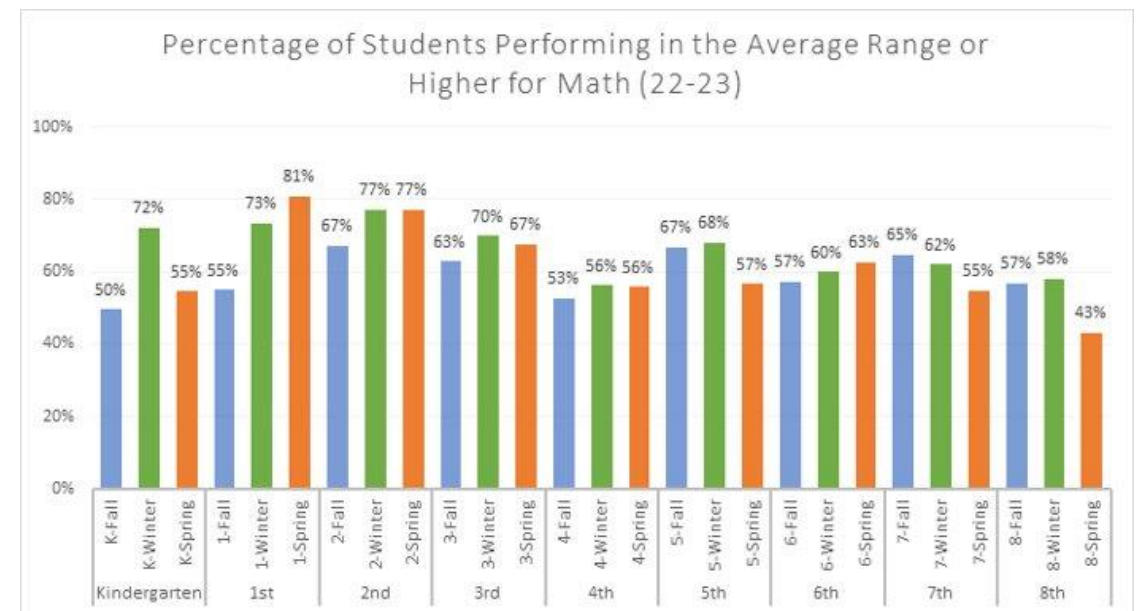
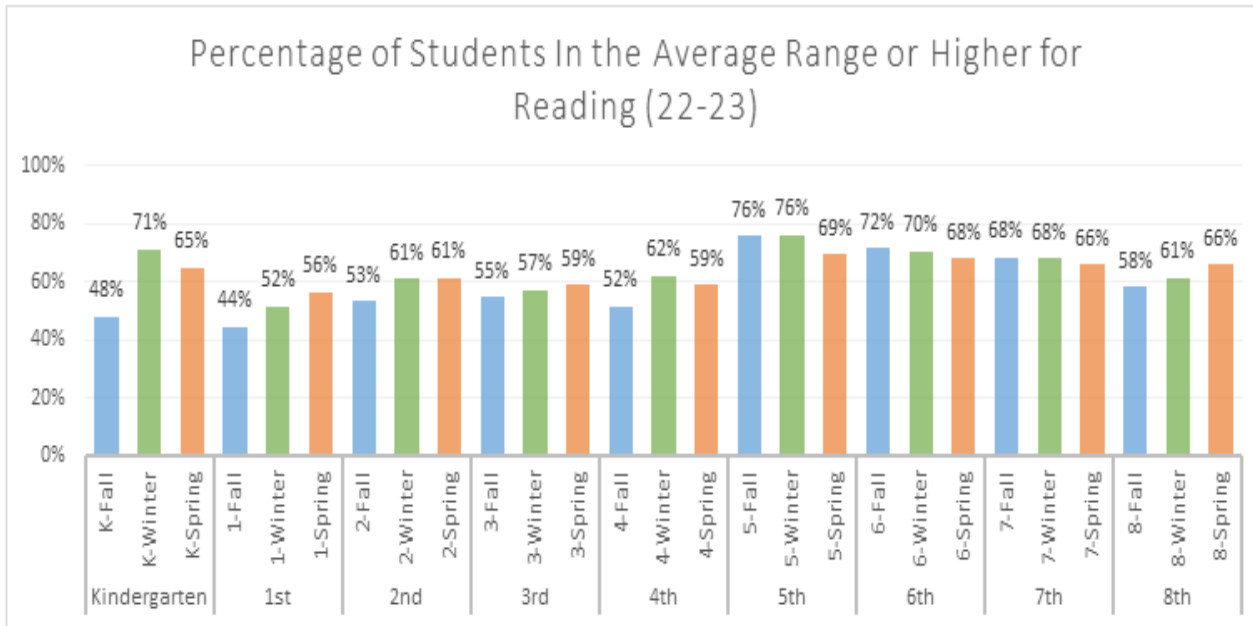


# Academic Benchmarking -8 Reading

K

# Academic Benchmarking -8 Math

K



# Academic Goals Subgroup Reading (K-4)

Subgroup	K-Fall	K-Winter	K-Spring	1-Fall	1-Winter	1-Spring	2-Fall	2-Winter	2-Spring	3-Fall	3-Winter	3-Spring	4-Fall	4-Winter	4-Spring
All Students	48%	71%	65%	44%	52%	56%	53%	61%	61%	55%	57%	59%	52%	62%	59%
White	49%	74%	65%	47%	56%	61%	57%	68%	69%	60%	62%	65%	54%	61%	65%
Black	47%	62%	58%	43%	45%	48%	39%	36%	31%	35%	38%	34%	46%	57%	34%
2 or more	42%	68%	66%	34%	41%	48%	48%	55%	59%	51%	56%	56%	46%	64%	56%
Gen. Ed	47%	73%	65%	46%	54%	59%	56%	64%	66%	60%	62%	68%	58%	70%	68%
Sp. Ed	58%	61%	62%	36%	40%	44%	35%	43%	34%	32%	35%	26%	24%	29%	26%
SED	38%	62%	58%	40%	44%	47%	42%	48%	48%	43%	46%	46%	46%	58%	46%
Male	50%	69%	63%	46%	56%	59%	52%	60%	60%	53%	56%	54%	48%	57%	54%
Female	46%	73%	67%	43%	48%	54%	54%	62%	64%	56%	59%	63%	55%	66%	63%
ELL	53%	75%	59%	45%	50%	43%	67%	58%	60%	60%	62%	64%	64%	70%	64%

# Academic Goals Subgroup Reading (5-8)

Subgroup	5-Fall	5-Winter	5-Spring	6-Fall	6-Winter	6-Spring	7-Fall	7-Winter	7-Spring	8-Fall	8-Winter	8-Spring
All Students	76%	76%	69%	72%	70%	68%	68%	68%	66%	58%	61%	66%
White	88%	85%	79%	79%	79%	76%	76%	76%	69%	63%	64%	69%
Black	45%	46%	42%	53%	46%	42%	38%	42%	48%	51%	56%	48%
2 or more	62%	68%	56%	64%	63%	67%	68%	59%	65%	48%	55%	65%
Gen. Ed	83%	83%	76%	80%	78%	74%	75%	74%	73%	65%	67%	73%
Sp. Ed	41%	38%	34%	31%	28%	33%	31%	27%	18%	6%	9%	18%
SED	66%	65%	58%	61%	63%	60%	62%	61%	59%	52%	55%	59%
Male	67%	68%	63%	69%	69%	63%	64%	60%	59%	53%	57%	59%
Female	85%	84%	76%	75%	72%	73%	72%	75%	72%	64%	66%	72%
ELL	65%	63%	71%	56%	71%	56%	46%	69%	62%	40%	44%	62%

# Academic Goals Subgroup Math (K-4)

Subgroup	K-Fall	K-Winter	K-Spring	1-Fall	1-Winter	1-Spring	2-Fall	2-Winter	2-Spring	3-Fall	3-Winter	3-Spring	4-Fall	4-Winter	4-Spring
<b>All Students</b>	50%	72%	55%	55%	73%	81%	67%	77%	77%	63%	70%	67%	53%	56%	56%
<b>White</b>	54%	76%	58%	60%	76%	80%	75%	85%	86%	65%	73%	72%	58%	59%	58%
<b>Black</b>	39%	69%	44%	39%	52%	68%	46%	53%	53%	49%	52%	47%	30%	41%	39%
<b>2 or more</b>	40%	59%	41%	53%	76%	89%	60%	69%	71%	64%	70%	68%	45%	54%	53%
<b>Gen. Ed</b>	49%	73%	57%	60%	80%	84%	69%	80%	80%	66%	76%	73%	60%	63%	62%
<b>Sp. Ed</b>	50%	67%	40%	31%	48%	66%	69%	80%	80%	50%	76%	73%	22%	63%	62%
<b>SED</b>	45%	67%	40%	31%	48%	66%	69%	80%	80%	50%	76%	73%	22%	63%	62%
<b>Male</b>	53%	69%	48%	48%	63%	76%	59%	70%	70%	56%	62%	57%	40%	46%	47%
<b>Female</b>	46%	72%	62%	61%	75%	86%	76%	83%	82%	67%	72%	73%	55%	60%	59%
<b>ELL</b>	60%	72%	47%	49%	72%	77%	55%	70%	71%	55%	68%	63%	79%	52%	53%
<b>ELL</b>	60%	75%	64%	45%	81%	83%	55%	78%	54%	55%	67%	68%	79%	74%	71%

# Academic Goals Subgroup Math (5-8)

Subgroup	5-Fall	5-Winter	5-Spring	6-Fall	6-Winter	6-Spring	7-Fall	7-Winter	7-Spring	8-Fall	8-Winter	8-Spring
<b>All Students</b>	67%	68%	57%	57%	60%	63%	65%	62%	55%	57%	58%	43%
<b>White</b>	76%	78%	67%	68%	71%	74%	75%	71%	65%	65%	66%	51%
<b>Black</b>	35%	39%	29%	29%	31%	38%	34%	29%	24%	35%	38%	22%
<b>2 or more</b>	62%	54%	43%	46%	50%	49%	58%	56%	49%	47%	46%	33%
<b>Gen. Ed</b>	74%	76%	63%	66%	67%	71%	72%	66%	60%	63%	63%	46%
<b>Sp. Ed</b>	30%	27%	25%	16%	20%	17%	25%	31%	18%	11%	9%	11%
<b>SED</b>	57%	57%	45%	44%	44%	48%	58%	51%	47%	46%	47%	32%
<b>Male</b>	63%	66%	54%	60%	61%	66%	64%	61%	57%	55%	60%	41%
<b>Female</b>	70%	70%	59%	60%	59%	59%	65%	63%	53%	59%	56%	45%
<b>ELL</b>	52%	50%	46%	50%	56%	56%	46%	64%	50%	33%	31%	29%

# Core Content Academic Goals Fall-Spring(9-12)

Goal Category	Goal Related to Student Achievement	21-22 Pass Rates	22-23 Pass rates
Semester One	9-12, 100% of students will pass core classes.	Math- 84% ELA- 90% Science- 87% Social Studies- 82%	Math- 82% ELA- 86% Science- 82% Social Studies- 80%
Semester Two	9-12, 100% of students will pass core classes.	Math- 82% ELA- 86% Science- 85% Social Studies- 78%	Math- 78% ELA- 81% Science- 83% Social Studies- 78%

# Standards Based Reporting (Different Cohorts)

JUNE 2022 (4TH GRADE EXAMPLE)

JUNE 2023 (4TH GRADE EXAMPLE)

Grade Level	Standards	Description	Subject	Percent Level 1	Percent Level 2	Percent Level 3	Percent level 4	# of Students	
4	RL.4.3	plot, character, setting	ELA		14	86		64	
4	RL.4.3	plot, character, setting	ELA	1	9	90		78	
4	RL.4.3	plot, character, setting	ELA	11	10	53	27	74	
4	RL.4.3	plot, character, setting	ELA	11	32	58		66	
4	RL.4.3	plot, character, setting	ELA	4	40	44	12	81	

Grade Level	Standards	Description	Subject	percent Level 1	percent Level 2	percent Level 3	Percent level 4	# of Students	N
4	RL.4.3	plot, character, setting	ELA	7	44	49		61	
4	RL.4.3	plot, character, setting	ELA	4	16	80		75	
4	RL.4.3	plot, character, setting	ELA	2	6	93		67	
4	RL.4.3	plot, character, setting	ELA	19	55	27		64	
4	RL.4.3	plot, character, setting	ELA	9	31	60		78	

# Standards Based Reporting (Growth)

JUNE 2022 (3RD GRADE EXAMPLE)

	3	RI.3.2	main idea	ELA	8	43	49		61
	3	RI.3.2	main idea	ELA	11	27	61		70
	3	RI.3.2	main idea	ELA	0	24	76		67
	3	RI.3.2	main idea	ELA	25	32	42		59
	3	RI.3.2	main idea	ELA	10	29	60	1	77

JUNE 2023 (4TH GRADE EXAMPLE)

	4	RI.4.2	main idea	ELA	7	27	58		62
	4	RI.4.2	main idea	ELA	11	10	80		75
	4	RI.4.2	main idea	ELA		13	87		67
	4	RI.4.2	main idea	ELA	6	70	23		64
	4	RI.4.2	main idea	ELA	23	76	1		78

# Standards Based Reporting (Monitoring)

## MATH

1.M	1.M.MD.4	Organize, represent, and interpret data and use the data to answer a variety of questions.	EES	1 - 2 - 2.9% / 2 - 5 - 7.4% / 3 - 61 - 89.7%	68
1.M	1.M.MD.4	Organize, represent, and interpret data and use the data to answer a variety of questions.	HES	1 - 7 - 9.6% / 2 - 13 - 17.8% / 3 - 53 - 72.6%	73
1.M	1.M.MD.4	Organize, represent, and interpret data and use the data to answer a variety of questions.	SES	2 - 4 - 10.3% / 3 - 35 - 89.7%	39
1.M	1.M.MD.4	Organize, represent, and interpret data and use the data to answer a variety of questions.	WES	1 - 1 - 1.6% / 2 - 1 - 1.6% / 3 - 61 - 96.8%	63
1.M	1.M.MP.1.4	Make sense of real world and mathematical problems by modeling with mathematics and persevere in solving them.	DES	1 - 1 - 1.2% / 2 - 25 - 30.5% / 3 - 53 - 64.6% / 4 - 3 - 3.7%	82
1.M	1.M.MP.1.4	Make sense of real world and mathematical problems by modeling with mathematics and persevere in solving them.	EES	1 - 10 - 14.3% / 2 - 16 - 22.9% / 3 - 44 - 62.9%	70
1.M	1.M.MP.1.4	Make sense of real world and mathematical problems by modeling with mathematics and persevere in solving them.	HES	1 - 11 - 14.7% / 2 - 10 - 13.3% / 3 - 54 - 72.0%	75
1.M	1.M.MP.1.4	Make sense of real world and mathematical problems by modeling with mathematics and persevere in solving them.	SES	1 - 5 - 8.1% / 2 - 8 - 12.9% / 3 - 49 - 79.0%	62
1.M	1.M.MP.1.4	Make sense of real world and mathematical problems by modeling with mathematics and persevere in solving them.	WES	1 - 2 - 3.2% / 2 - 9 - 14.3% / 3 - 52 - 82.5%	63
1.M	1.M.MP.2.3	Construct viable arguments using mathematical reasoning and critique the reasoning of others.	DES	1 - 3 - 3.7% / 2 - 19 - 23.2% / 3 - 56 - 68.3% / 4 - 4 - 4.9%	82
1.M	1.M.MP.2.3	Construct viable arguments using mathematical reasoning and critique the reasoning of others.	EES	1 - 12 - 17.6% / 2 - 13 - 19.1% / 3 - 43 - 63.2%	68
1.M	1.M.MP.2.3	Construct viable arguments using mathematical reasoning and critique the reasoning of others.	HES	1 - 13 - 17.3% / 2 - 7 - 9.3% / 3 - 55 - 73.3%	75

## ELA

District Breakdown - Standards Grades Total Records: 2358					
Parent	Identifier	Standard	School	Breakdown (Grade - Count - % of Total)	Total
		phrases.		40.4% / 3 - 25 - 53.2%	
1.R	1.R.L.1.4	Use strategies to determine the meaning of unknown and multiple-meaning words and phrases.	EES	1 - 2 - 8.7% / 2 - 7 - 30.4% / 3 - 14 - 60.9%	23
1.R	1.R.RF.1.2.B.D	Orally blend and segment single syllable words.	DES	1 - 4 - 4.7% / 2 - 20 - 23.3% / 3 - 56 - 65.1% / 4 - 6 - 7.0%	86
1.R	1.R.RF.1.2.B.D	Orally blend and segment single syllable words.	EES	1 - 2 - 2.9% / 2 - 5 - 7.4% / 3 - 61 - 89.7%	68
1.R	1.R.RF.1.2.B.D	Orally blend and segment single syllable words.	HES	1 - 4 - 5.3% / 2 - 34 - 45.3% / 3 - 32 - 42.7% / 4 - 5 - 6.7%	75
1.R	1.R.RF.1.2.B.D	Orally blend and segment single syllable words.	SES	1 - 2 - 3.1% / 2 - 11 - 17.2% / 3 - 25 - 39.1% / 4 - 26 - 40.6%	64
1.R	1.R.RF.1.2.B.D	Orally blend and segment single syllable words.	WES	1 - 3 - 4.8% / 2 - 6 - 9.5% / 3 - 54 - 85.7%	63
1.R	1.R.RF.1.3A-F	Apply grade level phonics and word analysis skills in decoding words.	DES	1 - 4 - 4.7% / 2 - 39 - 45.3% / 3 - 35 - 40.7% / 4 - 8 - 9.3%	86
1.R	1.R.RF.1.3A-F	Apply grade level phonics and word analysis skills in decoding words.	EES	1 - 9 - 12.9% / 2 - 13 - 18.6% / 3 - 48 - 68.6%	70

# Standards Based Reporting (Academics)

## Now What..

District and Building Level have been monitoring data throughout the year within current systems/structures

TK-6 Admin team reviewed data to determine next steps for 23-24 school year (case studies)

One indicator to measure impact (Curriculum and Professional Development)

Is our 3rd academic data point (% of students with an IRIP, Benchmark and Standards)

Still to do... breakdown the standards-based data into subgroups



# Standards Based Reporting (SEL)

## SELF-AWARENESS

### Targets:

- Kindergarten (TK also): Level 2
- 1<sup>st</sup>: Level 2
- 2<sup>nd</sup>: Level 3
- 3<sup>rd</sup>: Level 2
- 4<sup>th</sup>: Level 2
- 5<sup>th</sup>: Level 3
- 6<sup>th</sup>: Level 3

Grade	TK	K	1st	2nd	3rd	4th	5th	6th
Range	0-73%	82-100%	91-100%	37-87%	71-100%	66-100%	89-97%	74-93%

TK	K	1st	2nd	3rd	4th	5th	6th
0%	100%	91%	37%	71%	94%		
73%	82%	96%	83%	84%	100%		
0%	100%	100%	78%	100%	98%		
0%	98%	98%	70%	100%	66%		
--	100%	95%	87%	99%	90%		
						89%	74%
						97%	93%

# Standards Based Reporting (SEL)

## SELF-MANAGEMENT

**Targets:**

- Kindergarten (TK also): Level 3
- 1<sup>st</sup>: Level 3
- 2<sup>nd</sup>: Level 3
- 3<sup>rd</sup>: Level 3
- 4<sup>th</sup>: Level 3
- 5<sup>th</sup>: Level 3
- 6<sup>th</sup>: Level 2

Grade	TK	K	1st	2nd	3rd	4th	5th	6th
Range	0-66%	51-83%	46-87%	49-77%	28-61%	16-90%	86-95%	93-99%

	TK	K	1st	2nd	3rd	4th	5th	6th
e	0%	81%	46%	49%	38%	75%		
	66%	51%	54%	75%	47%	90%		
	0%	58%	49%	77%	61%	87%		
	0%	53%	48%	52%	59%	16%		
	--	83%	87%	69%	28%	62%		
							86%	93%
							95%	99%

# Standards Based Reporting (SEL)

## Now What..

Monitored throughout the year

TK-6 Admin team reviewed data to determine next steps for 23-24 school year

Did the data match behavior log entries?

Discussed next steps with the use of Trails at Tier 1

Review Michigan Model Lessons and alignment

# Curriculum Implementation Update

Core Phonics Update

UFLI

# Curriculum: Request for Adoption

Request	Context	Notes	Cost
8th Grade English Course: <a href="#">American Born Chinese</a> by Gene Luen Yang	See the <a href="#">entire adoption proposal</a> created by the 8th grade ELA department.	"The book represents an under-represented culture in a positive way. Its format as a graphic novel is unique and motivating for students."	\$600
10th grade English Literature Circles: <a href="#">Becoming</a> by Michelle Obama, <a href="#">Born a Crime</a> by Trevor Noah, <a href="#">I Am Malala</a> by Malala Yousafzai, <a href="#">What the Eyes Don't See</a> by Mona Hanna-Attisha	See the <a href="#">entire adoption proposal</a> created by the high school ELA department.	During the 2018-2019 school year, students of color mentioned to a few staff members that in ...English 10... the texts taught that include people of color are about how much the characters of color suffer. These students questioned why they were never assigned books about <i>successful</i> people of color, when there were plenty of examples to include within our curriculum. Thus, our English 10 memoir book club unit was formed.	\$0 (enough books were purchased to do the pilot to run book clubs)
12th grade AP Calculus text: Stewart, James. <a href="#">Calculus</a> . 9th edition. National Geographic/Cengage Learning	See the <a href="#">entire adoption proposal</a> created by a subset of the high school math department.	The AP Calculus Course curriculum is adopted from the <a href="#">CollegeBoard framework</a> .	\$16,500 (100 books at \$165 a book)