

School Committee Curriculum Subcommittee
Tuesday, January 16, 2024
4:00 PM – 5:30 PM
Hybrid Meeting: Remote via Zoom and Town Hall (School Committee Room)

Curriculum Subcommittee Members Present: Suzanne Federspiel (Chair), Helen Charlupski (remote), Steven Ehrenberg (remote, joined at 4:05pm), and Natalia Linos (remote).

Other School Committee Members Present: Sarah Moghtader (remote).

Staff Present: Jodi Fortuna, Deputy Superintendent for Teaching and Learning; Michelle Herman and Gabe McCormick, Senior Directors of Teaching and Learning; Rachel Eio, BHS World Language Coordinator; Britt Stevens, BHS Coordinator of Career and Technology Education; and Betsy Fitzpatrick.

Ms. Federspiel called the meeting to order at 4:00pm.

1. Approval of Minutes: December 19, 2023 Joint Meeting of the Curriculum and Finance Subcommittees

On a motion of Dr. Linos, and seconded by Ms. Charlupski, the Curriculum Subcommittee voted, by roll call, with 3 in favor (Ms. Federspiel, Ms. Charlupski, and Dr. Linos), 0 opposed, and 0 abstentions, to approve the Minutes of the December 19, 2023 Joint Meeting of the Curriculum and Finance Subcommittees. Dr. Ehrenberg was not present for the vote.

2. Review and Approval of BHS 2024-2025 Course Catalog Changes

Ms. Stevens presented the proposed “History and Science of Gender and Sexuality” course (attached). Ms. Stevens joined the meeting in her capacity as BHS Innovation Fund liaison; the Innovation Fund supports this course and is prepared to fund it, pending School Committee approval. Ms. Stevens reminded members that this course was part of a broader initiative, originally shared last year, to support queer students at BHS. The High School at one time had a Gender Studies course; this course is a reinterpretation of a typical Gender Studies course but through a scientific lens. It was developed by a Social Studies and a Science teacher, and will be a full-year elective for juniors or seniors to earn 1 credit through either the Science or Social Studies departments. When Innovation Fund funding ceases, the course will be part of the Social Studies department, taught by one teacher. While intended to support queer students at BHS, this is not an affinity space; this course is accessible and open to all BHS students. As an elective course, if there is not enough interest (enrollment) it will not run. The proposal is budget-neutral: the Innovation Fund will cover the FTEs for the teachers who teach the course in 24-25. Going forward, it will be an elective in the Social Studies department, only running as enrollment warrants.

On a motion of Dr. Ehrenberg, and seconded by Dr. Linos, the Curriculum Subcommittee voted unanimously, by roll call, with 4 in favor (Ms. Federspiel, Ms. Charlupski, Dr. Ehrenberg, and Dr. Linos), 0 opposed, and 0 abstentions, to approve The History and Science of Gender and Sexuality course for inclusion in the 2024-2025 BHS Course Catalog.

[Note: Based on the discussion at the February 1, 2024 School Committee meeting, the course name was subsequently changed to The History and Science of Sex, Gender, and Sexuality. Please consult the record of the 02/01/2024 meeting for more information.]

Ms. Eio presented the new courses that are proposed for the BHS World Language department (developed in collaboration with the BHS English department): Spanish Heritage 1 & 2 (attached). This new 2-year pathway is designed for heritage-Spanish speakers, which is defined as students who have acquired Spanish language skills through informal exposure at home, and not through formal education. These students will tend to have high levels of proficiency in speaking and listening, but lower levels of proficiency in writing and reading. Approximately 13.5% of BHS students identify as Hispanic/Latinx, a 35% increase from 10 years ago. BHS educators estimate that approximately 50 heritage-speaker students would be eligible for the year 1 course, with the number increasing to about 70 students who would be eligible for the year 2 course.

This pathway is designed to replace a student's current Spanish course by creating a two-year community of Spanish heritage speakers. Current world language courses at BHS are designed for second language learners; the instruction in the heritage-speaker pathway will be tailored for the specific needs of these students. The year 1 course will develop a student's literacy and communication skills more rapidly than in other Spanish courses, using differentiated instruction with both a Spanish teacher and an English teacher in the class. The instruction is tailored so that students can develop the skills they need to move into courses with higher proficiency targets such as Spanish IV Advanced or Spanish V AP, and will help to address the disproportionate number of Hispanic/Latinx students enrolled in college prep classes. Ms. Eio reported that this new pathway proposal has been submitted to the Innovation Fund for FY25-FY27 funding consideration. Ms. Eio's presentation includes some sample course readings, assessment examples, and detailed course descriptions for WL4700 and WL4730 (new in 2024-2025) and WL4800 and WL4830 (new in 2025-2026).

Ms. Charlupski asked about the need for an English teacher in the course. Ms. Eio explained that Eric Colburn, the English teacher partnering in this proposal (and who has high proficiency in Spanish himself), has vast experience with literacy development for 9th graders. He will share those skills and instructional practices with the Spanish teachers during the 3-year development of the pathway, after which she hopes that there won't be a need for the second (English) teacher in the course. Dr. Ehrenberg remarked that this proposal seems genuinely innovative. The literature he has read on heritage language learning has been focused on secondary education. He asked Ms. Eio to discuss the objectives of the proposed pathway, and describe the plan to ensure that this pathway is successful at the high school level. Ms. Eio explained that the main objective is literacy development, while also bolstering a sense of belonging among Spanish heritage speakers. Mr. McCormick further explained that the pathway course is just like an English course at BHS, but taught in Spanish; the focus is on literacy, just taught in Spanish. Dr. Linos asked if, after this course is established, whether Ms. Eio expects requests for similar heritage speaker courses in other language (Chinese, for example). Ms. Eio stated that most heritage Chinese speakers at BHS already have high literacy proficiency, so the needs among the two student groups are not quite the same.

On a motion of Dr. Ehrenberg, and seconded by Ms. Federspiel, the Curriculum Subcommittee voted unanimously, with 4 in favor (Ms. Federspiel, Ms. Charlupski, Dr. Ehrenberg, and Dr. Linos), 0 opposed, and 0 abstentions, to approve the WL 4700 and WL4730 Heritage Spanish - Speaker Pathway Courses for inclusion in the 2024-2025 BHS Course Catalog, and WL 4800

and WL 4830 Heritage Spanish-Speaker Pathway Courses for inclusion in the 2025-2026 BHS Course Catalog, subject to approval of funding from the BHS Innovation Fund.

3. In-depth Review of mCLASS Early Literacy Results

Ms. Herman reminded the subcommittee that the mCLASS results were shared at the January 4 School Committee meeting. The goal at today's subcommittee meeting is to delve more deeply into mCLASS subtest results, and then discuss next steps. Her presentation (attached) compares Beginning of Year (BOY) 2023 results to BOY 2024 results. Red and yellow shading on the results indicate below or very below benchmark. With tailored and appropriate instruction, we would expect to see the red and yellow percentages decrease, and the green and blue (above and well above benchmark) increase.

Ms. Herman discussed the results of some of the specific subtests, including Letter Naming Fluency, Phonemic Awareness, Decoding, Decoding with Accuracy, Word Reading, Reading Accuracy, Reading Fluency, and Reading Comprehension. These specific and detailed screener results allow district leaders and educators to review instruction and suggest changes (for example, adding small group instruction for specific skill development). Dr. Ehrenberg commented about the phonemic awareness results, noting that if the Heggerty curriculum is being delivered with fidelity, this is where we should be seeing improvement. Improvement in decoding results should be observed as a result of Foundations curriculum. Ms. Herman also shared very helpful cohort data, so that assessment results could be compared over time. Dr. Fortuna noted that the mCLASS is a screening tool, not a diagnostic tool. The results allow district leaders and educators to look more closely at student's early literacy skills and then shift Tier 1 instruction accordingly.

4. Overview of Literacy Review

Ms. Herman provided an update on the district's Literacy Review (attached). Hill for Literacy is the vendor selected to conduct this work, the expected outcomes from which are to: create a high level understanding of the district's literacy system in order to help the district build, maintain, and sustain improvements to ELA/Literacy; identify strengths and areas for improvement to support continuous change and sustained improvement to teaching and learning; and ensure that the next steps are rooted in, and conducted via, a lens of equity, inclusivity, and cultural responsiveness. Ms. Herman described Hill's School-Wide Systems for Student Success and the Needs Assessment Process. She closed her presentation with an overview of the priority goals for the review, summarized in the areas of Leadership, Tiered Instruction, Professional Learning, Assessment, and Family Engagement. The final Literacy Plan Proposal will be ready in June, and presented to the School Committee at that time.

5. New Business

There was no new business to report.

The meeting adjourned at 5:30pm.

The History and Science of Gender and Sexuality Course Description

This interdisciplinary course will teach students to think critically about the historical, social, and scientific construction of gender and sexuality. In doing this, students will engage with primary source readings from key social scientists of the last two hundred years and beyond as well as key scientific studies with the goal of understanding the relationship between social movements and science. Throughout the course students will use an intersectional lens to investigate how cultural contexts affect the kind of science that is conducted and the discoveries that are made.

Students will be expected to engage earnestly, deeply, and respectfully with historical and scientific texts, graded discussions, lectures, homework, and independent research on a wide array of topics. Assessments may include but are not limited to quizzes, tests, papers, projects, presentations and written reflections. This course is offered at the honors level.

Grades: 11, 12

Prerequisite: Junior or Senior Standing

Credit: 1.0 SC or SO

**BHS Heritage
Spanish-Speaker
Pathway:
Spanish Heritage 1 & 2**

Brookline High School
World Language & English Departments

¿Quien? Who?

- ❖ Heritage speakers: acquire Spanish, not through formal education, but through informal exposure at home. For some, Spanish may be the one they identify with as their primary language but more frequently, it takes a backseat to English
- ❖ At BHS, approximately 13.5% of our students, or 304 out of 2,180, identify as Hispanic/Latine, a 35% increase from 10 years ago
- ❖ Most of these heritage Spanish speakers choose to study Spanish over other languages because of their desire to connect with their heritage; some students in other WL courses may select this new course if available
- ❖ ~50 students with Intermediate low Spanish proficiency eligible for Year 1 (exploring Avant SHL testing for placement)
- ❖ As many as ~70 are eligible for Year 2 course

¿Qué hará este programa? What will this program do?

- ❖ Replace a student's current Spanish course by creating a multi-year community for Spanish heritage speakers, and foster a shared sense of pride in their language, heritage, and Hispanic/ Latine identity
 - ❖ Develop student's literacy and communication in Spanish more rapidly using differentiated instructional strategies with an English & Spanish teacher in Year 1
-
- ❖ Complete a student's BHS WL graduation requirement in Year 2 while learning more about the intricacies of Latin America and how these complexities shape Hispanic/Latine immigration in the US
 - ❖ Tailor instruction to increase enrollment in advanced courses, thus reducing the achievement gap for 9th graders moving forward
 - ❖ Develop strong, deep relationships with teachers in the program that continue beyond the two-year sequence

¿Por qué? Why?

- ❖ BHS students surveyed! Request space to foster a shared sense of pride in their language, heritage, and Hispanic/ Latine identity; develop a sense of belonging with other Hispanic/Latine students
- ❖ Placement of heritage speakers in language classes designed for second-language acquisition continues to be problematic, as their skills are varied and students are unevenly placed across our program (course in 1990s also worked to address this but had too wide of a focus)
- ❖ Research with other districts and experience tells us that the focus of our current courses is always not on heritage speakers areas of need (literacy development) and may over-emphasize strengths of heritage learners (listening comprehension)
- ❖ Disengagement in regular Spanish classes because of self-consciousness about their literacy and oral communication and how they are perceived by others

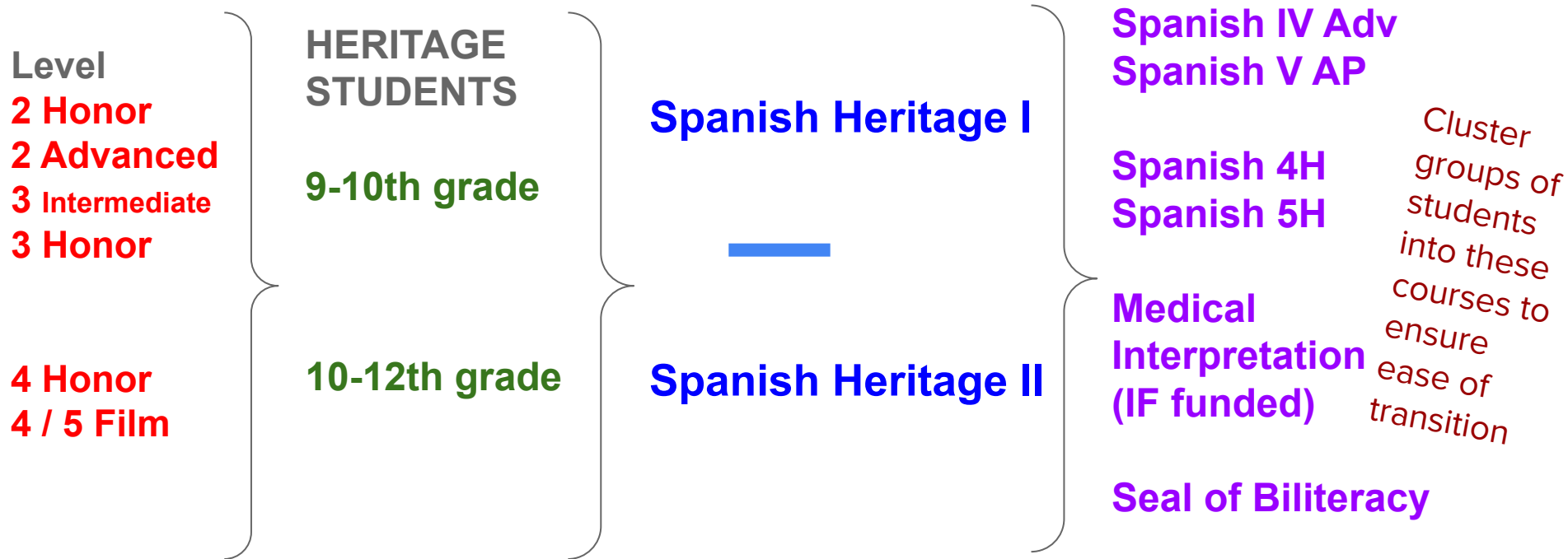
¿Por qué? Why?

- ❖ Reimagine 9th Grade course offerings (with a new lens!) by building literacy skills to access higher level courses beyond 9th grade; anticipate this need in upcoming report of the BHS WL Review
- ❖ Address the disproportionate number of Hispanic/Latine students in our college prep level courses (at times due to disrupted K-8 WL experience) and help develop skills to move into courses with higher proficiency targets

FY 25+ Secuencia de cursos

FY 25+ Course Sequence

- ❖ Replaces student's current Spanish course
- ❖ Meets 2-Year WL Graduation Requirement



Heritage Students who have progressed well in Beg 2 or Spanish 2 Intermediate (Intermediate Low proficiency) can join the Heritage program when they are juniors

Presupuesto Budget

FY25-FY27
FY28+

FY25-FY27 (Pending Innovation Fund funding):

- ❖ Year 1: 0.45 FTE
- ❖ Year 2: 0.85 FTE
- ❖ Year 3: 0.85 FTE

FY28 and beyond:

- ❖ Less funding may be needed due to course replacing student's current Spanish course
 - ❖ Make choices about the teaching model based on experience of prior years and available budget
-

Mis lenguas, mi herencia : Year 1 Plan

Quarter 1:

- ❖ **Identity; my identity.** Elements that confirm one's identity
- ❖ **Hispanic Heritage Month:** culture, traditions, legends, myths

Quarter 2:

- ❖ **Windows and Mirrors:** biographies of influential people in the Hispanic world
- ❖ **Dialects and accent** in the Hispanic world

Quarter 3:

- ❖ **Migrations in the Latin American world**
- ❖ **Where do the things I consume come from?**

Quarter 4:

- ❖ **Latine activism in Latin America and the US**
- ❖ **Gender and sexual identity in Latin America**

Sample Course Readings:

Mexikid, by Pedro Martín
Elizabeth Acevedo on identity
Mitos y leyendas de Latinoamérica
Cajas de cartón, by Francisco Jiménez
Aristóteles y Dante descubren el universo, by Benjamin Alire Sáenz
Yo no soy tu perfecta hija mexicana, by Erika L. Sánchez

Examples of Assessments:

- Analytical paragraphs about texts;
- Personal essay about someone you know who has migrated; connection to readings
- Artistic project based on objects made in Latin America and regularly sold in the US
- Research on a myth from a country of origin and personal reflection on how a myth connects with personal beliefs and traditions

New Course for 2024-25

WL4700 & WL4730 Heritage Spanish-Speaker Pathway- My Languages, My Heritage

This course will provide heritage speakers of Spanish the opportunity to explore themes of identity in Spanish while developing literacy skills through textual analysis. In this first-year literature course for primarily 9th & 10th graders, students will focus on building literacy skills, similar to English courses. Units will center around texts that explore the Hispanic identity, and students will work on essay writing, discussions, and critical reading in their native/home language. With the expertise of a Spanish-speaking English teacher and a Spanish teacher, heritage students will have a genuine opportunity for their bilingual skills to flourish and to build academic strengths in ways that will both draw on and support the work they are doing in their English-language academic courses.

Level: Mixed Level

Periods per week: 4

Grade: 9-10

Credit: 1.0

Prerequisites: Intermediate-low proficiency in Spanish (determined by a placement process)

Mi herencia, mi cultura: Year 2 Plan

Quarter 1:

- ❖ **The impact of colonialism in Latin America**
- ❖ **The history of social classes in Latin America**

Quarter 2:

- ❖ **Modern day realities in Central America: Migratory patterns in the 20th & 21st centuries, Migratory crises at the U.S. border, Political & social turmoil in 1980s Central America, United States influence in 20th century Central American governments**

Quarter 3:

- ❖ **Politics, progress and populism: Cuba, Venezuela, Colombia, Chile, Mexico**

Quarter 4:

- ❖ **Civil disobedience and memorials in Latin America**
- ❖ **Indigenous resistance, Environmental justice, Decolonizing modern cultures and societies**
- ❖ **Capstone Community Service Project**

Sample Course Readings:

- ❖ *Cool Salsa (poems) by Lori Carlson*
- ❖ *Open Veins of Latin America by Eduardo Galeano*
- ❖ *The Island Under the Sea, by Isabel Allende*
- ❖ *Solito by Javier Zamora*
- ❖ *I, Rigoberta Menchú (Autobiography) by Rigoberta Menchú*
- ❖ *The Labyrinth of Solitude by Octavio Paz*

Examples of Assessments:

- ❖ *Writing and illustrating a bilingual children's book using the theme of immigration*
- ❖ *Write and record original telenovelas (soap operas) with lens toward social change*
- ❖ *Creative project telling colonial history from the indigenous perspective*
- ❖ *Analytical essay about lasting legacy of colonialism drawing using resources from unit*

New Course for 2025-26

WL4800 & WL4830 Heritage Spanish-Speaker Pathway- My Culture, My Heritage

This course will continue the learning begun in My Languages, My Heritage and explore thematic units based on culture, history, politics, and social justice. Taught by two Spanish teachers, topics such as linguistic differences throughout the Spanish speaking world, power dynamics in how “proper” language is defined, how language impacts identity, assimilation and acculturation, and immigration will be explored through essential texts in Spanish. This course will include a culminating community service component that involves mentoring other heritage learners in K-8 schools or working in the greater Boston community with Hispanic/Latino organizations or populations.

Level: Mixed Level

Periods per week: 4

Grade: 10-12

Credit: 1.0

Prerequisites: Intermediate-low proficiency in Spanish, determined by a placement process or My Languages, My Heritage (Year 1 Heritage Spanish-speaker Pathway course).



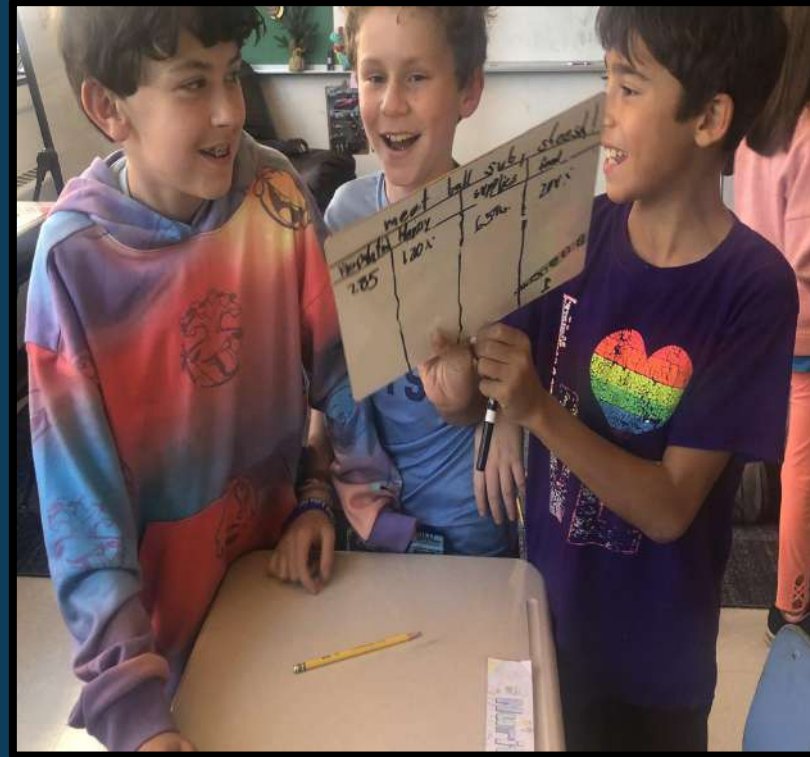
Curriculum Sub-Committee 1/16/24

PUBLIC SCHOOLS of
BROOKLINE



Objectives:

- Review mClass Data
 - Review current data trends for the sub tests
 - Share next steps
-



Overview of Administration

ASSESSMENT WINDOW		
Beginning of the Year <i>(used for benchmarking)</i>	Middle of the Year	End of the Year
9/11/23 - 10/3/23	1/3/24 - 1/26/24	5/13/24 - 6/7/24
ALL students in K-3 must be administered the mClass screener.		



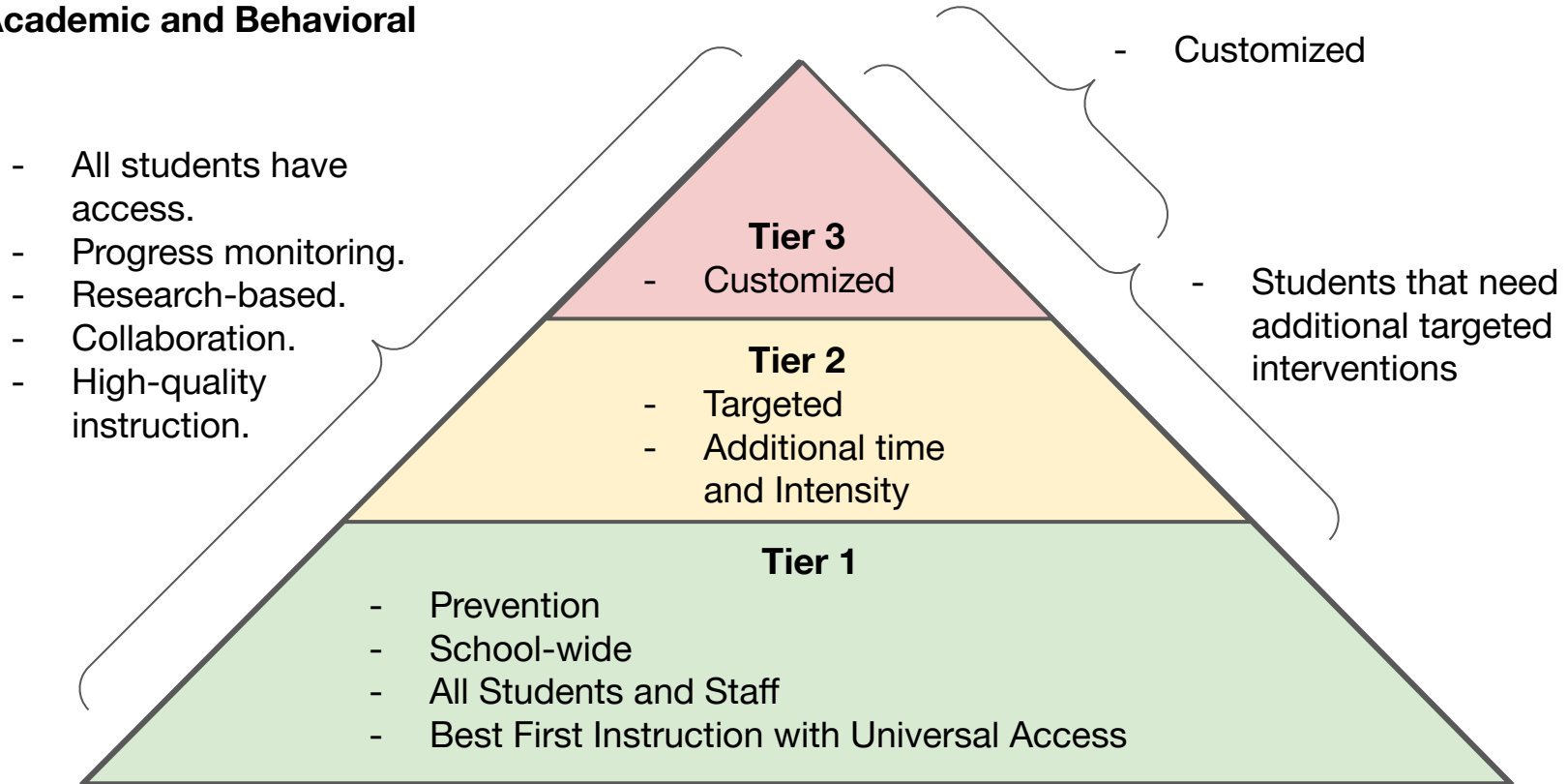
2023-2024 Completion Rates MOY

Current as of 01/13/2024

District ▲		25%	50%	75%	Total Students	DIBELS 8th Edition	Not Complete
Brookline Public School Dist	23-24 MOY	<div><div></div></div>			2165	51%	49%
Brookline Public School Dist							
Grade K	23-24 MOY	<div><div></div></div>			484	55%	45%
Grade 1	23-24 MOY	<div><div></div></div>			532	68%	32%
Grade 2	23-24 MOY	<div><div></div></div>			536	64%	36%
Grade 3	23-24 MOY	<div><div></div></div>			562	23%	77%

Relation to MTSS/RTI

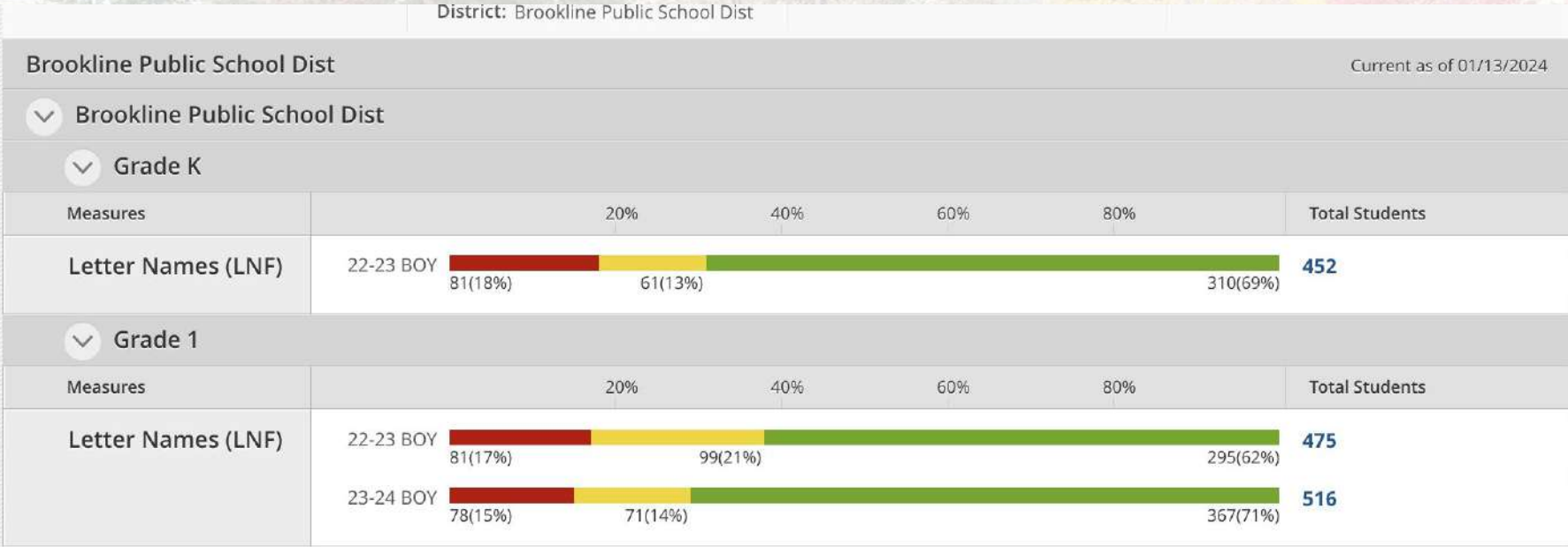
Response to Instruction and Intervention Academic and Behavioral



District Performance BOY 2023-2024

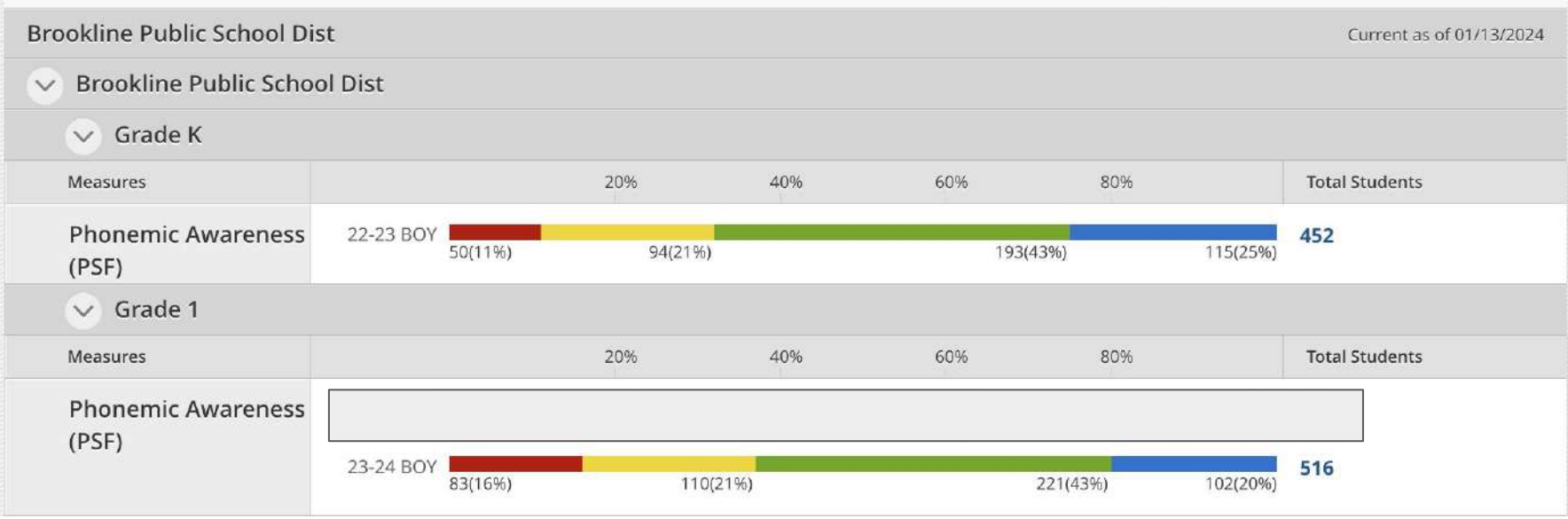
Results		District	Year 2023-2024 BOY	2022-2023 BOY	2021-2022 BOY	2020-2021 BOY	Total Students
▼ Brookline Public School Dist		Current as of 01/02/2024					
▼ Grade 1		Reference Data (Compare these results against a wider population)					
Brookline Public School Dist		23-24 BOY	<div><div>89(17%)</div><div>50(10%)</div><div>147(28%)</div><div>230(45%)</div></div>				516
▼ Grade 2		Reference Data (Compare these results against a wider population)					
Brookline Public School Dist		23-24 BOY	<div><div>99(19%)</div><div>56(11%)</div><div>155(30%)</div><div>213(40%)</div></div>				523
▼ Grade 3		Reference Data (Compare these results against a wider population)					
Brookline Public School Dist		23-24 BOY	<div><div>71(13%)</div><div>63(12%)</div><div>132(24%)</div><div>273(51%)</div></div>				539

Letter Naming Fluency: Student names the letters on a page. (K,1)



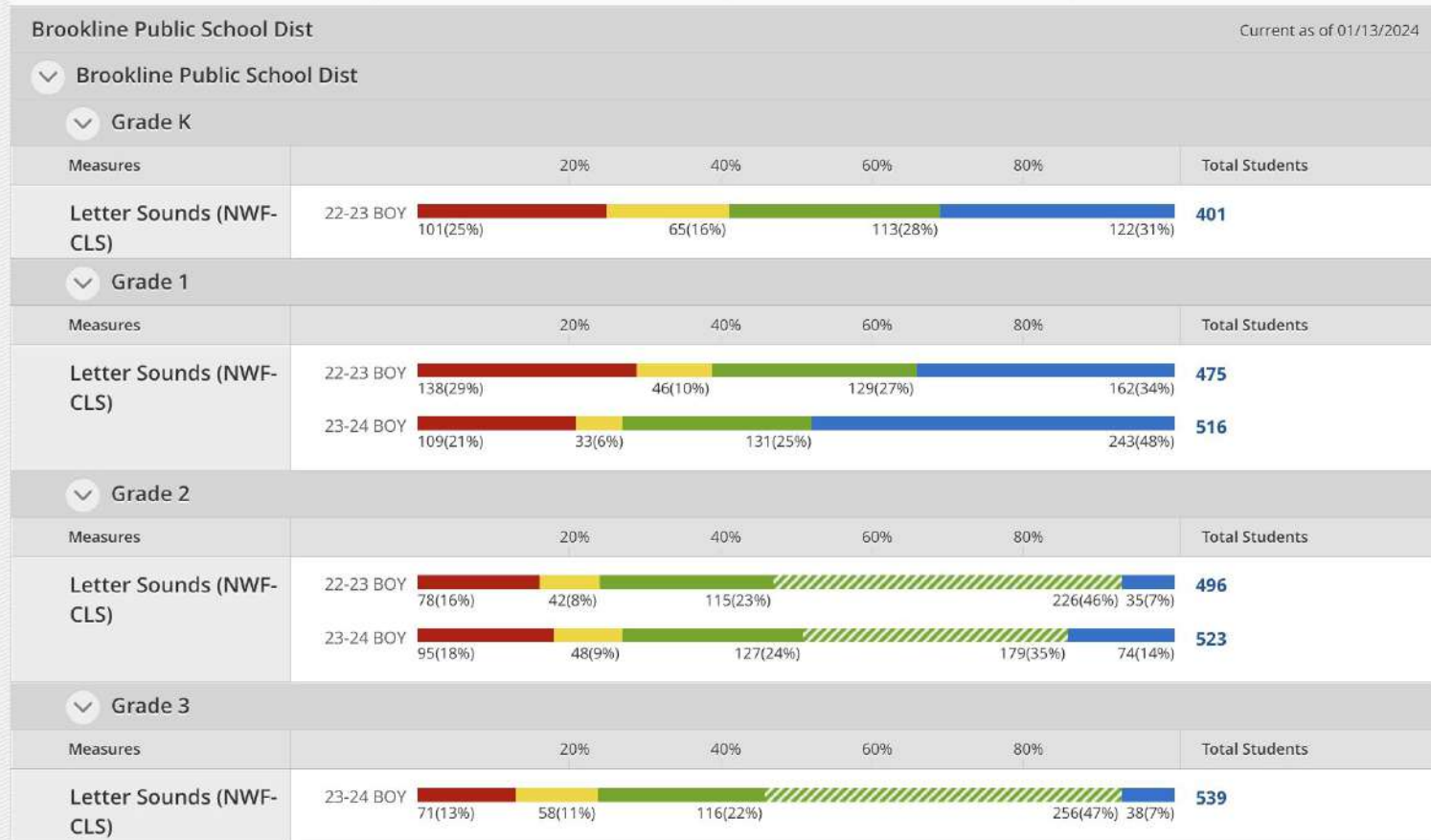
Cohort Data	K- 2023	31% Below or Well Below Benchmark (142 students)
	Grade 1 2024	29% Below or Well Below Benchmark (149 students)

Phonemic Awareness: Student is given a word and they need to say the individual sounds.
(K,1)



Cohort Data	K- 2023	32% Below or Well Below Benchmark (144 students)
	Grade 1 2024	37% Below or Well Below Benchmark (193 students)

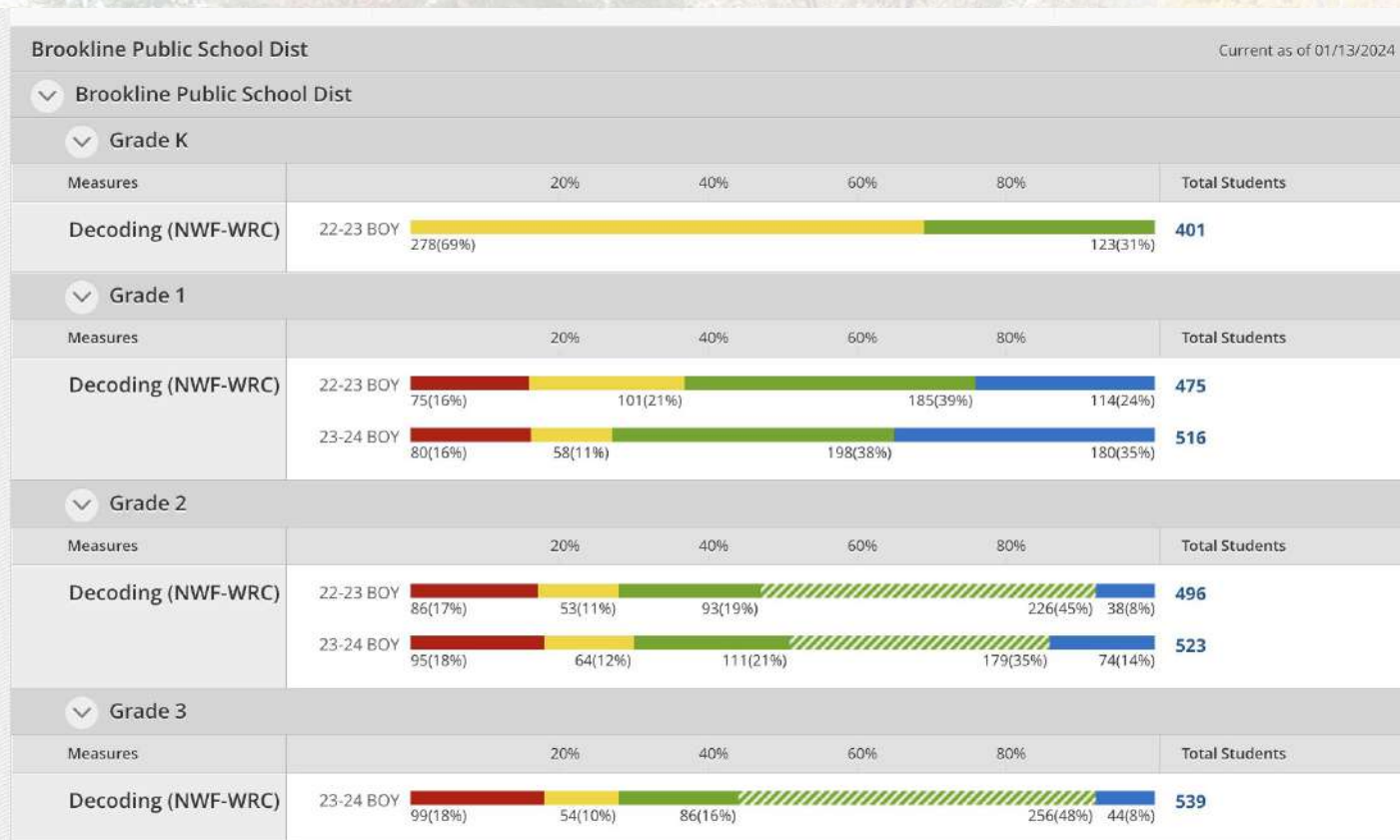
Decoding: Student decodes nonsense words that are based on the alphabetic principle. (K-3)



Decoding: Student decodes nonsense words that are based on the alphabetic principle. (K-3)

Cohort Data	K- 2023	41 % Below or Well Below Benchmark (166 students)
	Grade 1 2024	27% Below or Well Below Benchmark (142 students)
	Grade 1 2023	39% Below or Well Below Benchmark (184 students)
	Grade 2 2024	27% Below or Well Below Benchmark (143 students)
	Grade 2 2023	24% Below or Well Below Benchmark (120 students)
	Grade 3 2024	24% Below or Well Below Benchmark (129 students)

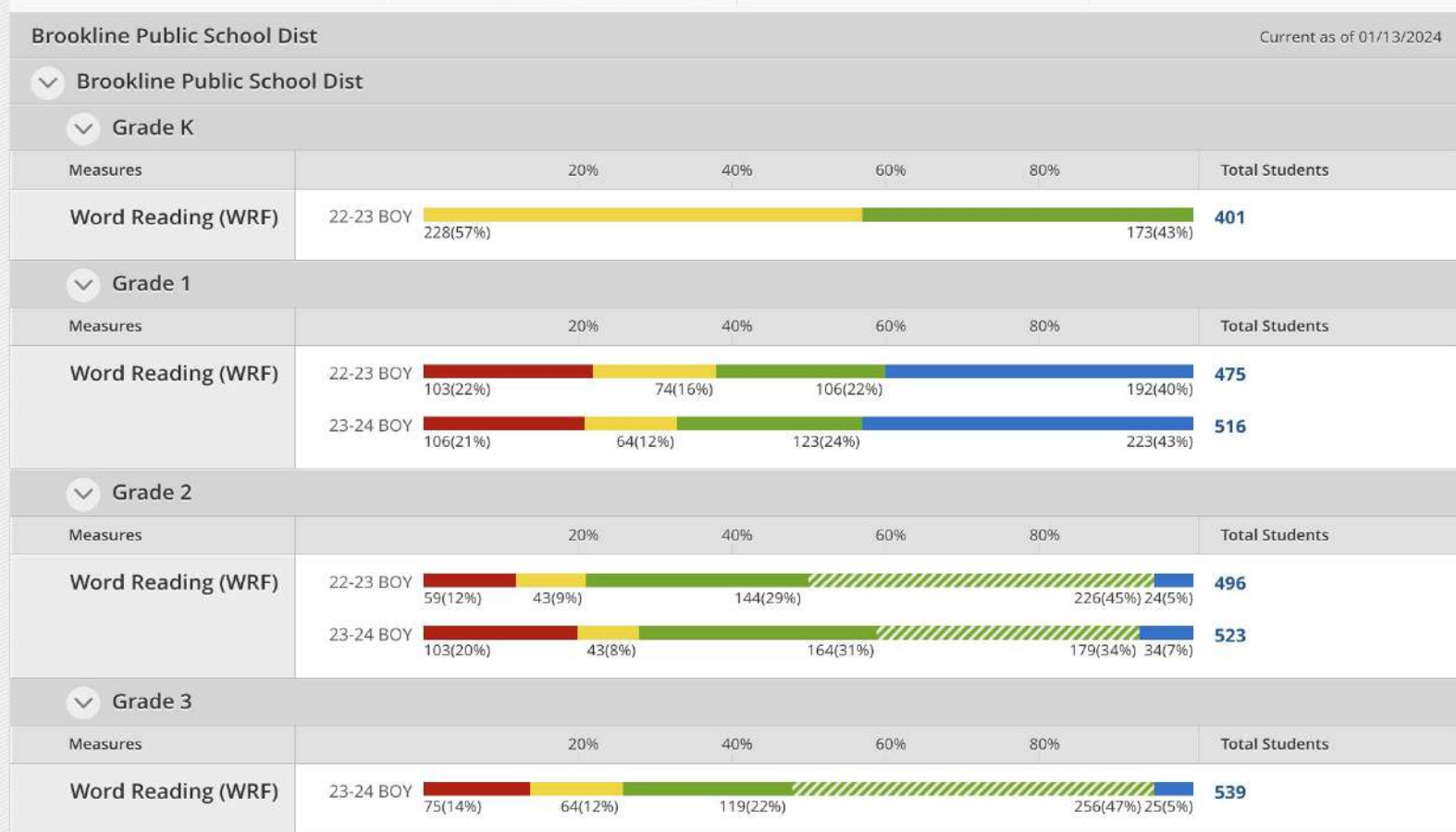
Decoding : Students' read nonsense words and are scored on the correct letter sounds . (1 and on)



Decoding with Accuracy: Students' read real words . (1 and on)

Cohort Data	K- 2023	69 % Below (278 students)
	Grade 1 2024	37% Below or Well Below Benchmark (128 students)
	Grade 1 2023	37% Below or Well Below Benchmark (184 students)
	Grade 2 2024	30% Below or Well Below Benchmark (159 students)
	Grade 2 2023	28% Below or Well Below Benchmark (139 students)
	Grade 3 2024	28% Below or Well Below Benchmark (153 students)

Word Reading: Assesses students' ability to read a list of words accurately and fluently.(K-3)



Word Reading: Assesses students' ability to read a list of words accurately and fluently.(K-3)

Cohort Data	K- 2023	57 % Below (228 students)
	Grade 1 2024	33% Below or Well Below Benchmark (170 students)
	Grade 1 2023	40% Below or Well Below Benchmark (177 students)
	Grade 2 2024	28% Below or Well Below Benchmark (146 students)
	Grade 2 2023	18% Below or Well Below Benchmark (102 students)
	Grade 3 2024	26% Below or Well Below Benchmark (141 students)

Reading Accuracy: Students read a passage of grade level text. (1 and on)



Reading Accuracy: Assesses students' ability to read words in connected text. (1 and on)

Cohort Data	Grade 1 2023	32% Below or Well Below Benchmark (195 students)
	Grade 2 2024	41% Below or Well Below Benchmark (216 students)
	Grade 2 2023	31% Below or Well Below Benchmark (153 students)
	Grade 3 2024	35% Below or Well Below Benchmark (190 students)

Reading Fluency: Students read a passage of grade level text. (1 and on)

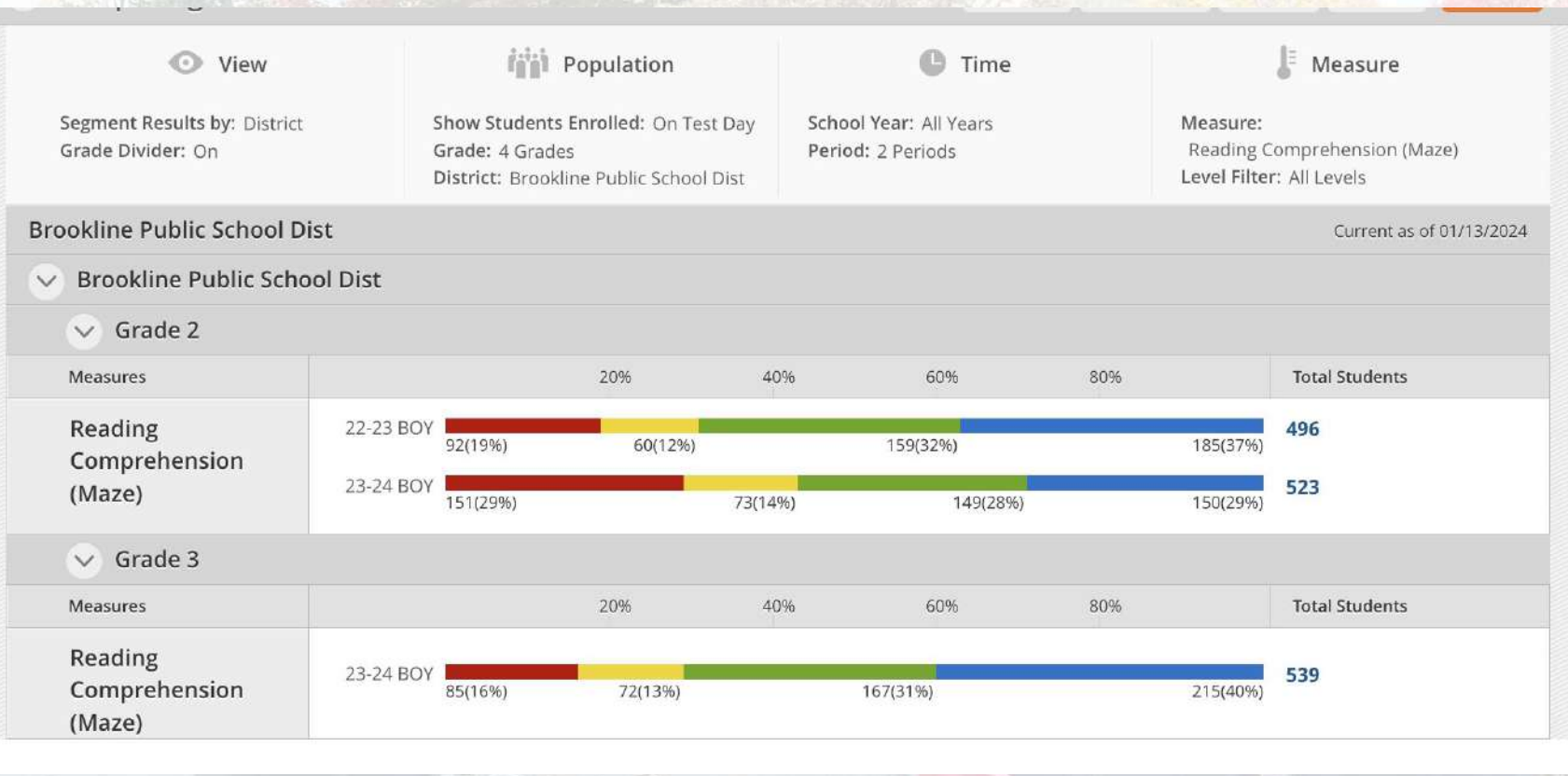
Brookline Public School Dist					Current as of 01/13/2024		
▼ Brookline Public School Dist							
▼ Grade 1							
Measures	20%40%60%80%				Total Students		
Reading Fluency (ORF)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div>	100(22%)	43(9%)	142(31%)	170(38%)	455
	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>	79(16%)	52(11%)	151(31%)	201(42%)	483
▼ Grade 2							
Measures	20%40%60%80%				Total Students		
Reading Fluency (ORF)	22-23 BOY	<div><div></div><div></div><div></div><div></div></div>	69(14%)	60(12%)	140(28%)	227(46%)	496
	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>	116(22%)	60(11%)	166(32%)	181(35%)	523
▼ Grade 3							
Measures	20%40%60%80%				Total Students		
Reading Fluency (ORF)	23-24 BOY	<div><div></div><div></div><div></div><div></div></div>	93(17%)	58(11%)	130(24%)	258(48%)	539

Reading Accuracy

Cohort Data	Grade 1 2023	31% Below or Well Below Benchmark (143 students)
	Grade 2 2024	33% Below or Well Below Benchmark (176 students)
	Grade 2 2023	26% Below or Well Below Benchmark (129 students)
	Grade 3 2024	28% Below or Well Below Benchmark (151 students)

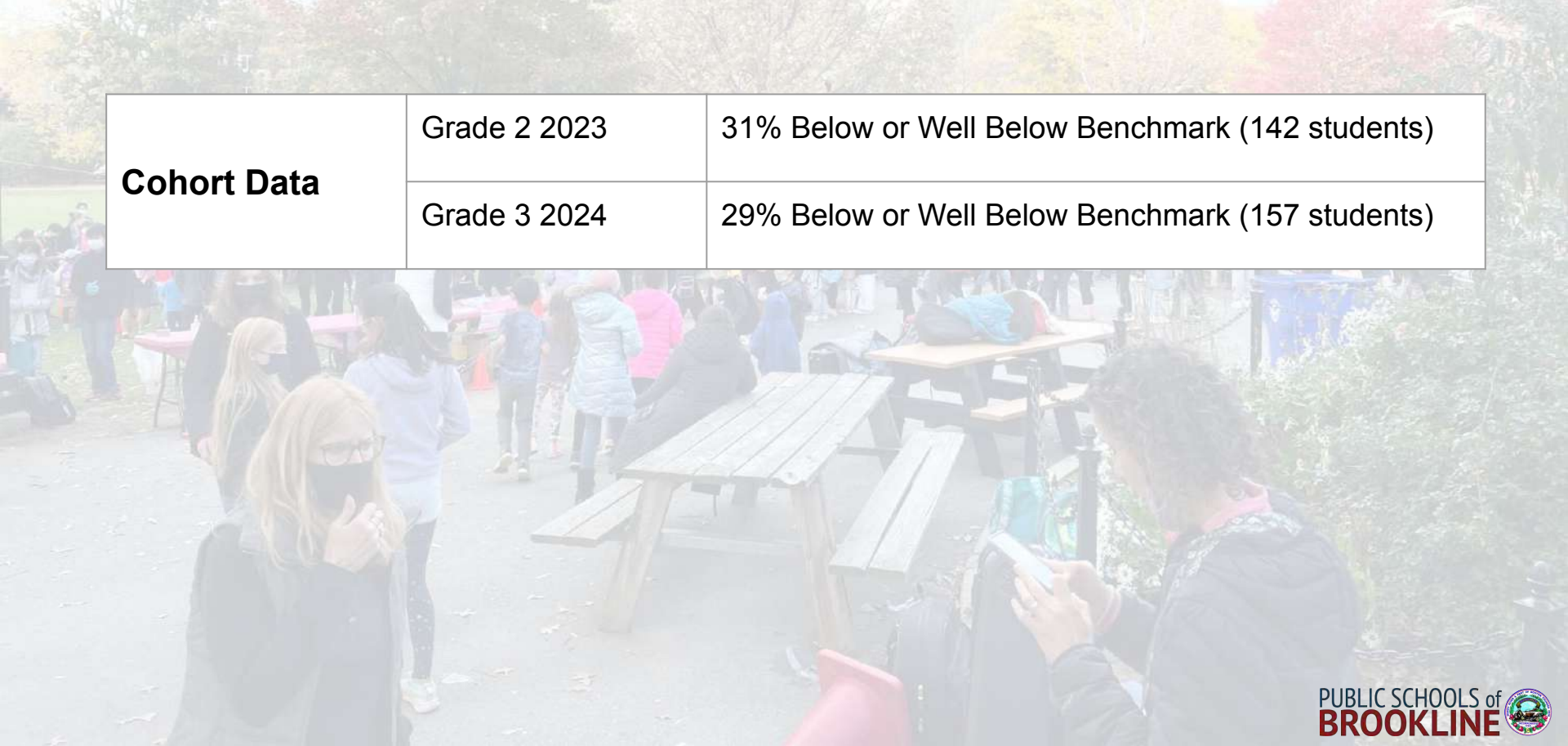
Reading Comprehension: Assesses students' ability to make meaning from a text.

Only students in Grade 2 are administered this subtest. (2 and up)



Reading Comprehension: Assesses students' ability to make meaning from a text.
Only students in Grade 2 are administered this subtest. (2 and up)

Cohort Data	Grade 2 2023	31% Below or Well Below Benchmark (142 students)
	Grade 3 2024	29% Below or Well Below Benchmark (157 students)



Next Steps

- Provide classroom teachers support for Tier I instruction
 - Materials
 - Coaching in the Classroom
 - Child Study Team Leader Training
 - Review sub test data to determine type of literacy support
 - Data Literacy Training
 - Progress Monitoring
 - Summer Programing
- K-12 Literacy Needs Assessment



A word cloud graphic on a dark blue background. The central text reads "ANY QUESTIONS?" in large, bold, white capital letters. Surrounding this central text are various question words in different colors (white, yellow, orange, and light blue) and sizes. The words include "WHEN?", "WHERE?", "WHAT?", "HOW?", "WHO?", "WHY?", and "What?". Some words are repeated multiple times, and they are arranged in a circular pattern around the center, creating a dynamic and engaging visual effect.

Literacy Needs Assessment Update

Hill for Literacy 1/16/24

Expected Outcomes from the Review

- Create high level understanding of the district's literacy system in order to help the district build, maintain and sustain improvements to ELA/Literacy
 - Identify strengths and areas for improvement to support continuous change and sustained improvement to teaching and learning
 - Ensure that next steps are rooted in, and conducted via a lens of equity, inclusivity, and cultural responsiveness
-

HILL FOR LITERACY *Needs Assessment Process*



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SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS

Instruction

Intensive, Individual Interventions

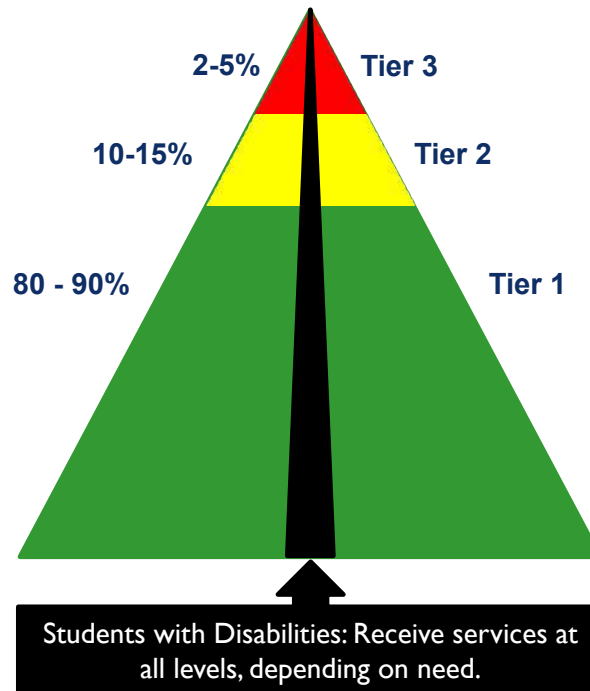
- Individual Students
- Assessment-based
- High Intensity
- Of longer duration

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



Assessment

Intensive Assessment

- Individual Students
- Diagnostic (Instruction/Categorical)
- Progress Monitoring

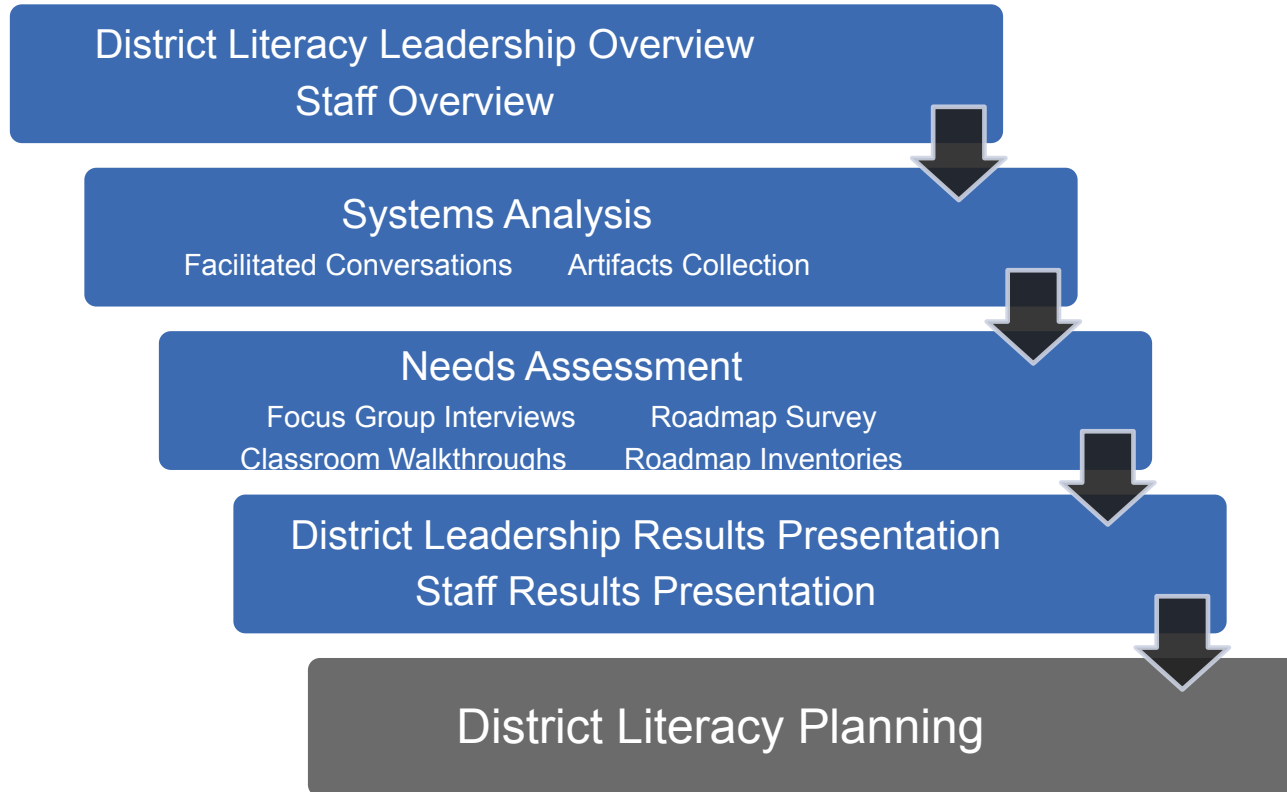
Targeted Group Assessment

- Some students (at-risk)
- Diagnostic (Instruction)
- Progress Monitoring

Universal Assessment

- All settings, all students
- Preventive, proactive
- Screenings
- Summative (Outcomes)
- Diagnostic (Instruction)

NEEDS ASSESSMENT PROCESS



Role Groups and Activities

- District Literacy Leadership Team: Select teachers and administrators
- Teachers of ELA and Support Teachers (Special Educators, EL Teachers, Social Studies Teachers, Science Teachers, Literacy Specialists and Coaches): Participate in survey
- K-5 Classroom Teachers, 6-12 ELA Teachers, Special Educators, EL, Literacy Specialists and Coaches: Participate in focus groups
- K-12 ELA Teachers: Classroom visits by Hill

HILL FOR LITERACY PRIORITY GOALS

Leadership: Install systems and processes to support the implementation of a multi-tiered assessment and instructional framework.

Tiered Instruction: Use core, supplemental, and intervention literacy curricula in a multi-tiered instructional model at each grade level effectively and strategically.

Professional Learning: Collaborate through shared knowledge, skills, language, and collaboration among teachers based on the essential components of literacy and evidence-based instructional practices.

Assessment: Construct an assessment system and process for using measures of student performance to inform decisions at the district, school, grade, classroom, and individual student levels.

Family Engagement: Employ an asset-based family engagement model to support student academic growth at both school and home.

DATA COLLECTION

HILL Facilitated	Roadmap Administered
	Roadmap Inventories
Focus Group Interviews	Program Inventory
	Assessment Inventory
Classroom Walkthroughs	Professional Learning History
	Roadmap Survey
	Elementary/Secondary Survey

Dates	Activities
December-January	<ul style="list-style-type: none"> ● Planning with district leaders ● District Literacy Leadership Team convenes ● Intro video shared with K-12 school-based educators (January 16th Faculty Meeting)
January-February	<ul style="list-style-type: none"> ● K-12 ELA/Literacy Focus groups (1/24-2/9) ● K-12 ELA/Literacy surveys with materials inventory (2/28)
February-Mid March	<ul style="list-style-type: none"> ● K-12 ELA/Literacy classroom observations
April-June	<ul style="list-style-type: none"> ● Video Presentations <ul style="list-style-type: none"> ○ Needs Assessment Report- April ○ Literacy Planning- April ○ Literacy Plan Proposal- June

