



Study Session of the Board of Directors

via Zoom

Wednesday, June 9, 2021 06:00 PM

- I. CALL TO ORDER** **(Action)**
- a. Pledge of Allegiance
 - b. Roll Call
 - c. Approval of Agenda
- II. TOPIC FOR BOARD DISCUSSION**
- A. SHS Student ASB Leaders' Presentation** **(Discussion)**
Presenter: Melissa Beard
- B. Curriculum Review Committee Update** **(Discussion)**
Presenter: Paul Harvey
[Curriculum Review Committee Update.pdf \(p. 2\)](#)
- C. Academic and Student Well-Being Plan** **(Discussion)**
Presenter: Paul Harvey
[Academic and Student Well-Being Recovery Plan Presentation.pdf \(p. 4\)](#)
- D. July 14, 2021 Study Session Agenda Items** **(Discussion)**
- 1. Budget and 4-Year Budget Forecast **(Discussion)**
 - 2. Other Topics **(Discussion)**
- III. ADJOURNMENT** **(Action)**

Executive Summary – Curriculum

To: Board of Directors
From: Paul Harvey, Executive Director of Student Achievement
Re: Curriculum Summary 2020-2021 and Next Steps
Date: June 9, 2021

The district has an Instructional Materials Committee (IMC) as a requirement of Board Policy 2020, and meets three times during the school year. The IMC is comprised of teachers, principals, and district personnel and has the dual responsibility of reviewing curriculum requests and reviewing courses taught in the school district.

The district conducts an annual curriculum needs and requests survey through the principals and school leadership teams. This year, the responses from the schools included requests for curriculum review and/or adoption in K-3 science and high school Spanish. Both are being addressed through implementation of current adopted curriculum (Amplify) and review of updated curriculum options aligned to world language standards. The count of two requests is low and indicates that teachers have the curriculum resources they need.

The district has responded to the state mandate for all districts to select and identify dyslexia screeners and implement supports for students identified as possibly affected by dyslexia. The district committee which includes parents, staff, and administrators has preliminarily identified i-Ready as our screener. This is a logical choice, since we have been using the i-Ready diagnostic assessments for years. Furthermore, i-Ready also has a Random Automated Naming assessment that meets the state's standards. K-3 staff will be trained to interpret the screener regarding dyslexia indicators and staff will be trained on the additional screening feature. Students who are identified as at-risk for dyslexia will be supported by interventionist teachers and classroom teachers, who will use skills developed in professional learning over the summer and throughout the school year.

Our implementation of the K-5 mathematics program, Ready Classroom Mathematics (Curriculum Associates) has been highly successful. Staff report satisfaction with the curriculum. The web-based format was especially helpful in remote learning for both instruction, practice, and assessment. Continued work with K-8 administrators to monitor priority standards and student progress will occur as part of the administrators' professional learning.

Looking into the 2021-2022 school year, we will be responding to ThoughtExchange® comments from the staff regarding the need to review and possibly update history curriculum. This will be an opportunity to apply our course review process outlined board policy.

Our priorities for curriculum work in 2022-2023 are:

- Address needs for support and acceleration
- Identify and align priority standards to assessments and reporting
- Implement a course review process per 2020P; first focus on social studies

| Curriculum and Instruction Development – Big Projects Timeline | |
|---|--|
| Neural Education Institutes for teachers and administrators (Professional Learning) | Summer Institutes: June and August |
| Mathematics K-5: Ready Classroom Mathematics | Year 2 of 3 for implementation: PL regarding curriculum and best instructional practices occurs in August and throughout the year Manipulatives secured for classroom use and student access, grades K-5 to support habits of mathematical thinking in 2021-2022 |
| Science K-8 Amplify Science | Implemented Amplify Science grades 4-8 in 2020-2021 Grade 3 implementation during 2021-2022 |
| ELA K-5 Wonders | Year 3 of implementation |
| Annual Curriculum Needs Survey | December 2021 |
| IMC review of new requests | February 2022 |

Academic and Student Well-Being Recovery Plan

STEILACOOM HISTORICAL SCHOOL DISTRICT

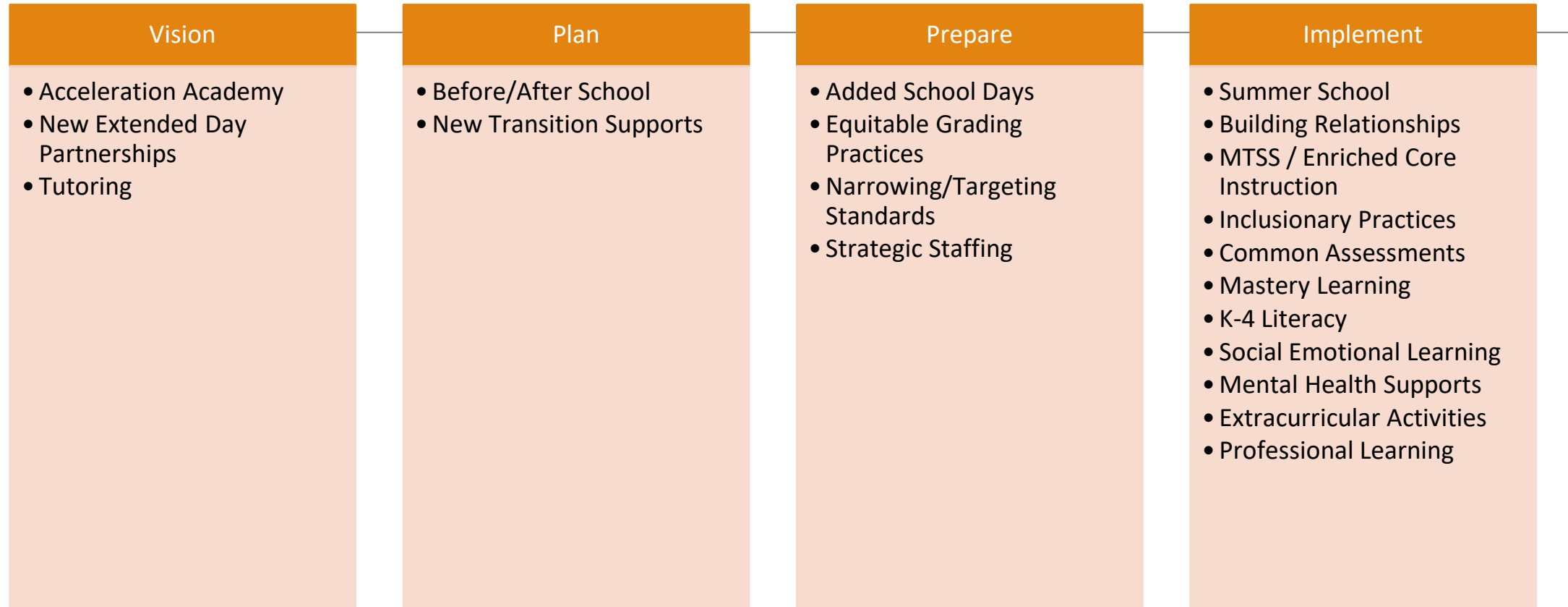
SCHOOL BOARD PRESENTATION

JUNE 9, 2021

Key SHSD Themes for Planning

- SHSD use of recovery funding will be based on student needs
- Academic and social emotional needs are integrated
- Equity analysis tools will be refined to ensure student supports address those furthest from educational justice in our system
- Professional learning will continue to be a focus for use of one-time funds due to the long-lasting impact of staff development
- Best practices and research will inform the services provided to students, focusing on both recovery and acceleration
- Student and family voice will be used to develop specific programs and services

Universal Supports – Where are we?



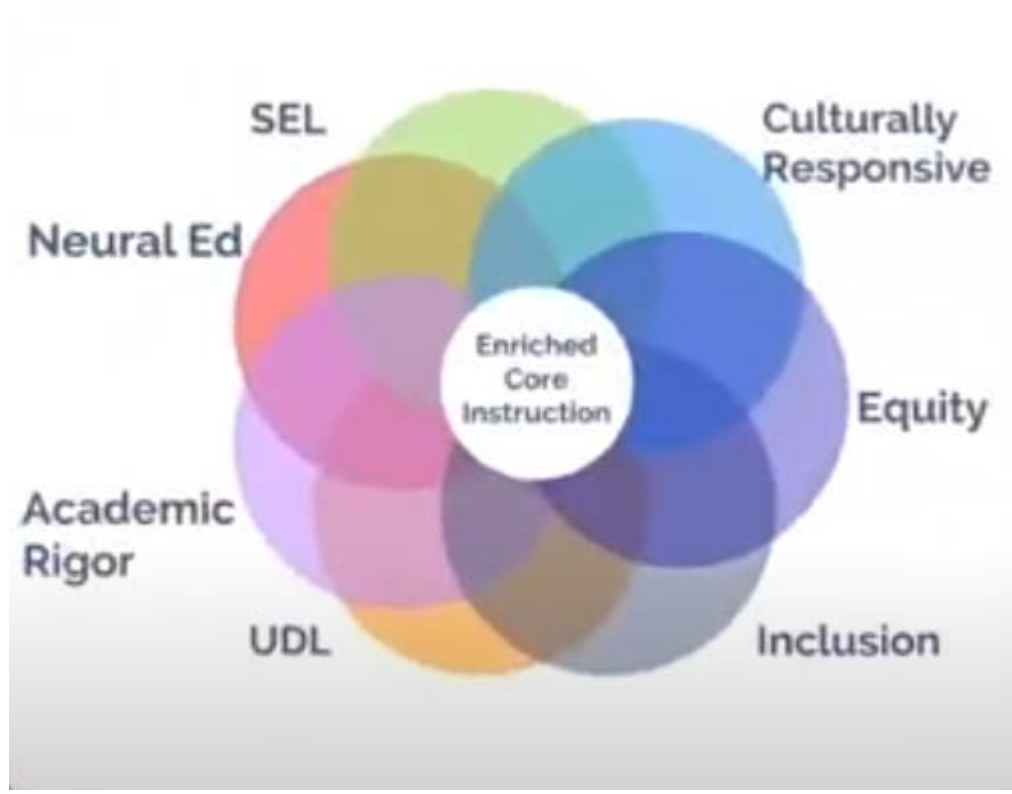
“Implement” does not mean we are finished visioning, planning, and preparing for new services.

Assessment Data – Focus Resources

- Identify student strengths and needs
- Inform strategies and practices
- Provide feedback on progress and barriers
- Match student needs to evidence-based strategies

MTSS and ECI

Multi-Tiered System of Support and Enriched Core Instruction



MTSS MODEL (ECI)



Mary Snyder



Tabitha Ellison



Gudrun Sullivan

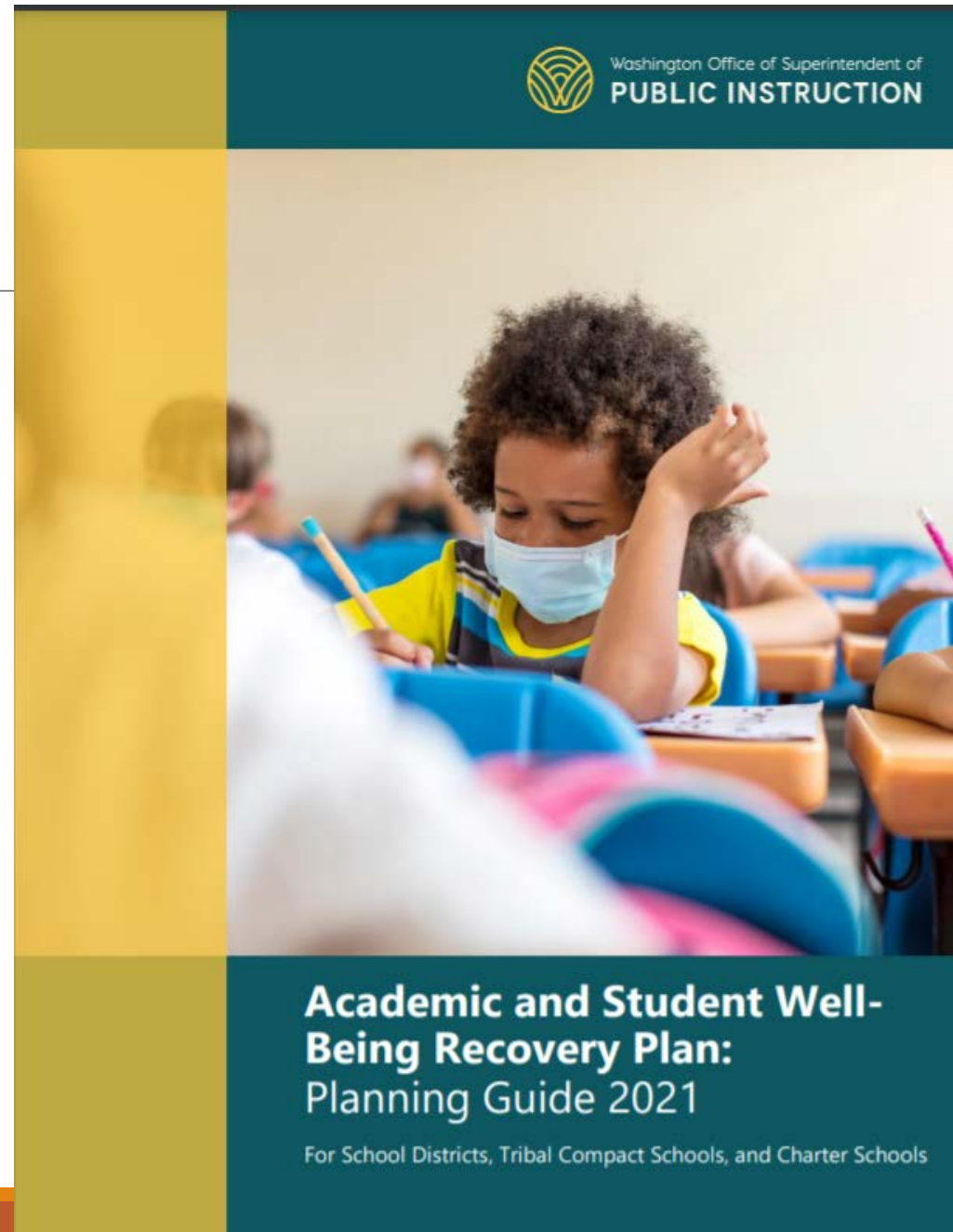
Alignment with Improvement Plans

Each School Improvement Plan (SIP)
aligns to our District Academic and
Student Well-Being Recovery Plan

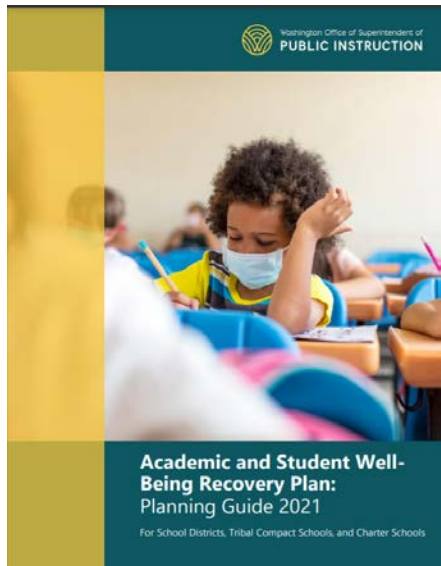
Alignment with Improvement Plans

- Use of data to drive decisions and best practices will be vetted and implemented
- Academic and social emotional needs are integrated in all plans
- Resource expenditure plan is directed to where students have needs for academic and SEL support
- The improvement plans focus on meeting the needs of all students
- Professional learning is a part of every plan's action steps
- Student and family voice is valued and schools will regularly gather feedback

Action Steps



Actions Taken



- Summer programs for students
- Targeted professional learning
- Redesigning Instructional Interventionist positions
- Completed ELL review and added ELL staff
- Running Start supports and partnership with Pierce College - including expansion of training on Youth Mental Health First Aid (with PC staff attending)
- Home access technology for all students



Neural Education
Institute for Connecting Neuroscience with Teaching and Learning

GOAL - 100% of SHSD staff will be Neural Education trained and certified

WHY?

- Empowers educators by gaining insight into the science behind how children learn. We can reach every single student (and their brain)
- Fosters safety, agency, and autonomy
- Reframes the way we see behavior
- Lesson content is not changed, but the way it is delivered and received is updated
 - growth mindset around behavior
 - focus on growing neural pathways (learning)
 - shift from routines to adaptive expertise

SAVE THE DATE

STELLACOOM HISTORICAL SCHOOL DISTRICT PROUDLY OFFERS

SUMMER JUMP START

NO COST TO FAMILIES

WHAT: Fun Activities, New experiences, Options for students: Art-Music-Activity-Fitness-Reading-Writing-STEM. SJS will support for learning readiness for groups of 10 students to 1 teacher.

For more information check [ParentSquare](#)

WHO: K-8 Students

WHEN:
 Session 1: July 12-23
 Session 2: July 26-August 6
 Session 3: August 9-August 20
 Sessions are 10 days, M-F for 2 weeks

LOCATION: Each school will have grade-level offering

Our Mission is to provide engaging, high-interest opportunities to learn, explore, and develop relationships before the start of school. To create a sense of belonging in all students and to have all students excited about school. Stellacoom High School will also have a SJS that is focused around existing school clubs with an emphasis on fun, creativity, learning readiness, and building connects among students and staff.

Offerings that inspire, connect, and support

SJS Formula of Support and Success

**High Interest Activities + Academic Support +
 Connection with Caring Adult**

=

Engagement + Skill Sharpening

=

Readiness and success for 2022-2023

Arts and Crafts, Math, Physics, Nature Walks, Leadership, Drumming, Jazz Camp, Band, Nature Journaling, Writing, Book Club, Neural Ed – Rhythm & Movement, Outdoor Fitness, Teamwork Reading, Sphero and Coding, Sidewalk Chalk, Cooking Around the World, Bike Riding, Mural Art, Photography

Book Study

State-wide endeavor: 75+ districts

District staff optional book study group:
winter-spring 2020-2021

WHY UDL?

Common purpose = all students
succeed

Common language and framework

Sense-making for all learners
(students and staff)

