



April 26

2021

REPORT OF THE STUDENT ACHIEVEMENT AND DISTRICT INSTRUCTIONAL PERFORMANCE COMMITTEE

The Student Achievement and District Instructional Performance Committee met on Friday, April 9, 2021, at 2:00 PM in LaunchED Room 110 at the Mary A. Ronan Education Center.

The public viewed the meeting via Video Conference.

ATTENDEES

Student Achievement and District Instructional Performance Committee Members

Chairperson Pamela Bowers, Eve Bolton, Ben Lindy

Administrators

Laura Mitchell, Superintendent; Tianay Amat, Deputy Superintendent; Emily Campbell, Director of Curriculum; Justin Leach, Director of Test Administration; Shauna Murphy, Assistant Superintendent; Dave Traubert, Social Studies Manager

Action Tank

Ioanna Paraskevopoulos, Action Tank Co-Founder and Executive Director; Sarah Henry, Board Member

Presentation: Action Tank USA

Ioanna Paraskevopoulos, Action Tank Co-Founder and Executive Director, shared with the Committee that Action Tank is a think tank that partners with artists to research and promote new public policy solutions at the local government level. It was founded in January 2019 as a way to provide free policy research and technical assistance to Cincinnatians, especially community and neighborhood groups, advocating on behalf of their neighbors.

They are proposing to provide workshops on local government for middle school and high school students. They are requesting the following of CPS:

- Support for pilot program;
- Providing venues and basic art supplies; and
- If pilot goes well, supporting Action Tank expanding to other schools.

Ms. Paraskevopoulos reported that Clark Montessori Middle School has agreed to a pilot. Also, Action Tank is available to support other civic engagement programming, as well (how and when to vote; how to advocate; basic literacy in local government issues).

Committee member Lindy questioned if they were requesting any financial support. Sarah Henry, Action Tank Board Member, said not at this time. Ms. Paraskevopoulos shared that they are pursuing grants at this time and they have no expectation of funding from CPS.

Dave Traubert, Social Studies Manager, reported these workshops would provide more civic engagement for students and they are considering offering this as part of the LINK Project for students in grades 4-11.

The CPS LINK Project is designed to engage students in authentic, interdisciplinary learning using 21st century skills. The CPS LINK Project is driven through Social Studies disciplines, including history, civics, economics and geography.

Committee member Bolton reiterated the importance of the potential partnership presenting itself as non-partisan. In addition, Committee member Bolton agreed that the LINK Project is a good fit for this program, but expressed reservations regarding having this additional program at Clark and not at the other high schools.

Committee Chair Bowers questioned if it is possible for the workshops to be piloted at other high schools, preferably a Title I high school, in which Mr. Traubert, as well as the Action Tank Co-Founder, agreed could be initiated.

Curriculum and Instruction

Summer Learning

Emily Campbell, Director of Curriculum, presented to the Committee information on the Summer Scholars program.

The reimagined Summer Scholars program will be focused on accelerating learning for all students, with engaging whole child activities to prepare our students to return to school excited and ready to learn and grow during the upcoming school year.

The Summer Scholars program will run from June 2 through June 30, 2021, and students will have access to the following:

- Targeted opportunities to accelerate math and reading
- Culminating projects aligned to the critical skills and knowledge of the grade
- Opportunity to learn those pre-requisite skills and knowledge necessary for upcoming school year
- First time ever, SEL supports that are directly aligned to district programming
- Mindfulness, movement, meditation breaks...such as supports from Community mental therapists

Each building will build their own program based on the needs of their school community using the staff, student and family surveys as a guide. Each building has been provided with the resources and support necessary to create an amazing learning experience for all students.

Summer Scholars Programming:

- 15 schools have participated in the Summer Scholars work sessions
 - Roselawn will have an Art Camp during their afternoon programming
- District is providing additional support with the following:
 - AP Boot Camp
 - Additional community partnership support
 - PE/Health and Art courses for seniors
 - Reading and Math Specialist support
 - World Languages hub

- Buildings are working with their community partners to design their afternoon enrichment opportunities

Summer Scholars: Building Priorities

- Family engagement is the focus as buildings market their programs through parent letters, phone calls, flyers sent home in backpacks and our Summer Scholar website
- Buildings are actively recruiting their staff with a goal of 80 percent of the staff being submitted for Board approval by April 26, 2021
- Principal Think Tank scheduled for April 15, 2021, where building leaders will come together and share their learnings as they build their school programs

Committee Chair Bowers questioned who would be receiving AP Boot Camp and in which high schools. Ms. Campbell reported it will be at all the high schools for the students that are enrolled.

The Committee discussed the enrollment numbers for the program. Deputy Superintendent Amat stated that the schools are using the information from Power School and that the enrollment period closes on May 19, 2021.

Committee member Bolton asked about Credit Recovery and if it would be done remotely. Ms. Campbell reported the majority of students and parents want it to be in person and the Administration has all curriculums set up for more interaction between the teacher and students. It will be available at all high schools.

FY2022 Curriculum Resource Overview

Ms. Campbell updated the Committee on the Curriculum and Instruction available throughout the District. In the past few years this update has been provided in April, with the exception of in 2020. She supplied a comprehensive list of all the curriculums that have been adopted and what they are recommending for adoption (attached).

She pointed out the following:

- All Contents – what is offered across all contents
- ELA – a lot of work has been done around pulling out social/emotional and social justice learning standards that are already in ELA curriculum and then enhancing the ELA curriculum around those
- Math – was just adopted and are closing out year one of implementation
- Social Studies – a lot of work is being done to find new and representative ways to incorporate African-American History in grades K-12, as well as offering African-American history at every high school
- Fine Arts – Dr. Rudnick is enhancing elementary music programs with an instrumental initiative for 4th graders
- Health and PE – both curriculums were adopted a couple years ago
- World Language and Science – the request is to finalize the adoption cycle in the upcoming year

Committee member Bolton suggested adding the actual adoption dates to the document. Ms. Campbell will update the document and forward to the Committee.

Financial Literacy

Dave Traubert, Social Studies Manager, presented to the Committee CPS's Financial Literacy program.

Ohio requires the following:

- High School – High School Graduation requirements for all students require that each student “receive instruction in financial literacy” prior to graduation.
- Middle School – State Law 3313.6015 requires all public school districts to adopt a formal Board Resolution regarding Middle Grades (7-8) Financial Literacy Requirements

Mr. Traubert highlighted the programs available for the following grades.

7th Grade

- Unite for Teens Financial Literacy Week (February 16-19)
- Curriculum created by Junior Achievement customized based on student and teacher feedback
- Volunteers recruited by United Way made videos of themselves presenting the lesson
- P&G, GE, Ingage Partners, US Bank, PNC Bank, Sprint, First Financial

8th Grade

- Junior Achievement Economics for Success
- Six lessons delivered by volunteers over six weeks
- Over 1000 students

11th Grade

- Ohio Learning Standards for Financial Literacy embedded in year-long government class
- Typically split between semesters, taught in December and January
- EverFi provides no-cost curriculum, training and support
 - EverFi: Financial Literacy
 - Venture: Entrepreneurship
- In May, 5/3 Bank will award a CPS student a \$2,500 scholarship for the Venture: Entrepreneurship course

Other Opportunities

- Personal Finance / Financial Planning courses at six high schools
 - About 600 students for 20-21 school year
 - Electives in Business and Social Studies
- EverFi and Junior Achievement offer free programming for elementary schools as well
- Several schools have programs with community partners
- New requests are presented to Steering Committee and/or Curriculum Council and recommended for district-wide or building by building consideration

Next Steps

- Ohio Senate Bill 1 would require a semester course in Financial Literacy
- Review current curriculum embedded in Government class and standalone courses
- Student and teacher feedback on curriculum and identify necessary modifications (Speak Up/Speak Out has expressed the need for financial skills to be taught)
- Identify opportunities in K-6 for early Financial Literacy using available no-cost resources

Walnut Hill Testing Adjustment

Justin Leach, Director of Test Administration, reported that since the last update to the Committee at the February meeting, 210 students are eligible through the first half of testing. This has since increased to 411 eligible students, which is lower than at the same point as last year.

In December/January revising the entrance exam criteria was discussed. At that time, it was decided monitoring the data would continue and that extended windows and more testing opportunities would be provided. It didn't seem like the drop was tied to a drop in achievement as much as it was tied to the number of students that didn't get the chance to test in the fall. It was decided the Administration would focus and work hard to get those students tested and provide additional make-up opportunities. The last test date is at Walnut Hills on Saturday, April 10, 2021, and 100 6th graders with either be taking the entrance exam for first time or retaking it.

Given that the numbers are below last year's numbers, the Administration is providing a proposal for modification of criteria for this year, and provided the following information.

CPS uses the Iowa Assessments in Reading, Vocabulary, Mathematics, and Computation as the Walnut Hills Entrance Exam in grades 6th-11th grade. Currently, the entrance criteria is set at students needing to score at the 65th national percentile rank or higher on the Reading Total (Reading/Vocabulary) and the 65th national percentile rank or higher on the Mathematics Total (Mathematics/Computation) AND a combined composite of the two percentile ranks of 140 or higher. The percentiles used here are national percentile ranks based on the most recent Iowa Assessment norming study.

Recognizing the potential impacts that the COVID-19 pandemic could have on student achievement and the reality that the norms used for the Iowa Assessments are based on pre-pandemic norm studies, the Testing and Assessment Department and Walnut Hills High School conducted an analysis of 2018-19 and 2019-20 results in comparison to the year-to-date 2020-21 results to determine the potential need for a temporary adjustment to entrance criteria for the 2021-2022 school year. The following were the findings of the analysis:

- 633 students = average eligibility pool from 2018-19 testing w. Terra Nova (731 students) and 2019-20 testing w. the Iowa Assessments (535 students)
 - 421 students = average actual enrollment at Walnut Hills High School as of December 2020 across these two cohorts – 8th Grade (462) and 7th Grade (379)
- 411 = current number of students eligible through the 2020-2021 testing season at current eligibility criteria
- 100 = potential number of tests awaiting scoring for remaining test event- potential tests to be administered at the final SCPP test date (April 10) of 2020-2021

Adjustment to Criteria

Adjusting the entrance criteria to 60 or higher national percentile ranks in both Reading Total and Mathematics Total with a combined composite score of 130 or higher would produce the following possible results:

- 459 students: Increases eligibility pool to 459 students – up 48 students from the current eligibility pool of 411 students
 - 472-537 students: potential final range of eligible students based on the remaining number of tests from April 10 and typical observed passing rates
- 297-376 students: potential final enrollment at 7th grade for the 2021-2022 school year based on the average enrollment percentages (63-70 percent of total eligible students) of the last two school years

Recommendation: Given impact that the observed impact of the pandemic on Iowa Assessment results and to more closely align potential enrollment with the average enrollment over the past two years,

Walnut Hills High School and the Testing and Assessment Department recommend making an adjustment to the 2021-2022 Walnut Hills High School Exam entrance criteria to:

- 60 or higher national percentile rank on the Iowa Reading Total; and
- 60 or higher national percentile rank on the Iowa Mathematics Total; and
- 130 or higher on the combined composite national percentile rank across the Reading Total and Mathematics Total

This adjustment applies only to tests taken in the 2020-2021 school year.

The Committee discussed the change to using the Iowa Assessments from the previously used Terra Nova tests. Committee member Bolton brought up the community's perception that the change in the test was to limit acceptance into the program and that Walnut Hills wants to maintain exclusivity.

Ms. Bolton expressed concern that even with adjustments to the criteria, it still won't be enough.

Committee Chair Bowers suggested the availability of rigorous curriculums as early as 4th, 5th, and 6th grades would help to increase the number of students passing the test.

ACTION: The Administration will prepare a memo for the full Board providing the options and recommended changes to the entrance exam criteria.

Other Business

Testing Calendar and Superintendent's Evaluation Timeline

As follow-up from the Committee's March meeting, the Committee continued discussion of changing the Superintendent's evaluation date. Committee member Lindy suggested the change so that student learning data and test results could be used as a measure.

Superintendent Mitchell reported that results from the Spring assessments are available in June; however, there is data cleanup required and the final results are available on the Report Card in September.

Committee member Bolton stated that the March 1 date could be used for employment status rather than as the evaluation date.

Mr. Lindy suggested the following, and clarified that the changes would be for the next school year:

- [somewhere around August 1?] – the Superintendent proposes a set of measurable goals for the upcoming school year, and the Board shares feedback.
- [somewhere around September 1?] – the Board approves the Superintendent's goals with any revisions offered either by her or by the Board.
- “Mid-year” (what feels good instructionally and regarding assessments?) – the Superintendent provides a mid-year update on progress against those goals, and the Board provides an employment status update.
- [somewhere around July 1, (or is there a better date?)] – the Board completes the Superintendent's evaluation, based at least in part on progress against those goals.

The Committee discussed the broad outline for the evaluation:

- March (per policy) – have an employment status – not necessarily an evaluation but an update
- Before Academic Year Starts – Superintendent provides goals for coming year

- When Final Test Data is Available – Superintendent’s goals may be adjusted after final test data is received
- After that – evaluation is created (evaluating the previous year and also asking to predict and provide guidance for the coming year)

Committee Chair Bowers suggested that a timeline be based on the broad outline and dates discussed.

ACTION: The Superintendent will present an evaluation timeline for review at the Committee’s meeting in May.

Fee Waiver 2021-2022 School Year

Mrs. Bowers shared with the Committee that this agenda item came from Board member Moroski.

The Committee discussed the assignment and was unclear if it was for student fees or pay to play.

ACTION: The Committee will request the specifics of the assignment.

The meeting adjourned at 4:00 PM.

**Student Achievement and District
Instructional Performance Committee**

Pam Bowers, Chair
Eve Bolton
Ben Lindy

Staff Liaisons

Laura Mitchell, Superintendent
Tianay Amat, Deputy Superintendent
Shauna Murphy, Assistant Superintendent

Curriculum and Instruction Recommended and Adopted curriculums

2021-2022 School Year

All Contents 2021-2022

Curriculum/ Instruction	Materials	Professional Development	Technology	Assessments
<ul style="list-style-type: none"> Increases ways students see themselves and other cultures in their learning Spends the vast amount of instructional time accessing on grade level work Address unfinished learning with precision (just in time opposed to just in case) Uses student feedback about what went well and what could be improved upon Is culturally responsive All assignments, schedules, assessments, etc posted on Schoology* 	<ul style="list-style-type: none"> Accelerated Learning Guides Evidence of Success Frameworks Year at a Glances Curriculum Guides and Maps Curriculum & Instruction Website Weekly Newsletters Adopted Curriculums C & I Schoology Course 	<ul style="list-style-type: none"> Tutoring Tubs for 3rd, 6th and 9th Distinguished Educator Program Curriculum Based Experiences Job Embedded Coaching Planning 2 week cycles to Accelerate Learning 	<ul style="list-style-type: none"> Performance Matters Schoology LMS Pear Deck PowerSchool WeVideo TurnItIn EdPuzzle Screencastify Kami Learning.com 	<ul style="list-style-type: none"> Practice ACT Readiness Assessments Curriculum Based 2 Week Cycle Assessments Semester exam/assessments as determined by buildings

ELA Adopted 2019-2020

Curriculum/ Instruction	Materials	Professional Development	Technology	Assessments
<p>K-6 ELA Curriculum, inclusive of Wit and Wisdom and Wilson Foundations grades K-3</p> <p>Daily lesson flow: Starts with the welcome, will continue with the Launch, Learn, Land and will end with the Wrap.</p>	<p>K-6 ELA Curriculum, inclusive of Wit and Wisdom and k-3 Foundations</p> <ul style="list-style-type: none"> K-6 Tier II <ul style="list-style-type: none"> Recipe for Reading SPIRE <p>7-12 ELA Curriculum, inclusive of MyPerspectives and</p>	<ul style="list-style-type: none"> Wit & Wisdom Module, ARC or Lesson Protocol and 2 week cycles of Accelerated Learning Planning How to use state writing rubrics with your students How to differentiate within Wit & Wisdom 	<ul style="list-style-type: none"> Online teachers components of Wit and Wisdom on inSync MyPerspectives Realize digital Platform ThinkCERCA digital platform Other programs on the Approved Technology List can be used supplementally 	<ul style="list-style-type: none"> DIBELS k-3 Readiness Assessments: MAP K-10 Every First Grader Reads, Performance Reading Foundations, Wit & Wisdom and MyPerspectives Curriculum 2 Week Cycle Assessments

Curriculum and Instruction Recommended and Adopted curriculums

<p>7-12 ELA Curriculum, MyPerspectives and ThinkCERCA Unit Design: Whole Group, Small Group, Independent</p> <p>Daily Lesson Flow: From building background knowledge, concept vocabulary to lesson assessment</p>	<p>ThinkCERCA</p> <ul style="list-style-type: none"> • SuccessMaker Reading 7,8,9 • Curriculum Maps & Guides • Year at a Glance • Evidence of Success Framework <p>New! Social Emotional Learning Standards/ Social Justice Standards/ Diverse Text Enhancements</p>	<ul style="list-style-type: none"> • Where to find state testing resources, such as blueprints, released items, etc. • Providing Effective Feedback • Using Geodes • Foundations 101 • How to use Socratic Seminars • Instructional Coaches <p>7-12 ELA</p> <ul style="list-style-type: none"> • MyPerspectives Unit Planning and 2 week cycles of Accelerated Learning Planning • ThinkCERCA training provided by vendor as needed • Instructional Coaches 	<p>to develop foundational skills.</p> <ul style="list-style-type: none"> • Feedback Studio external file tool in Schoology • 7th and 8th - Success Maker 	<ul style="list-style-type: none"> • Semester exam/assessments as determined by buildings
--	--	--	---	--

Mathematics Adopted 2020-2021

Curriculum/ Instruction	Materials	Professional Development	Technology	Assessments
<ul style="list-style-type: none"> • K-5 Ready Classroom curriculum <ul style="list-style-type: none"> ◦ Try-Discuss-Connect • 6-8 & A-G-A enVision Curriculum <ul style="list-style-type: none"> ◦ PBL-Visual Learning - Assess/Differentiate • Probability & Statistics <ul style="list-style-type: none"> ◦ Where you have been, Where are you going & What you should learn? • Pre-Calculus & Calculus 	<ul style="list-style-type: none"> • K - 5 Teacher Toolbox <ul style="list-style-type: none"> ◦ Interactive Tutorials ◦ Lesson Quizzes & Unit Assessments ◦ Tools for Instruction, Math Center Activities & Enrichment • Curriculum Maps and Guided for all courses <ul style="list-style-type: none"> ◦ Mathematical Shifts 	<ul style="list-style-type: none"> • Introduction to Ready & IReady, Data to Inform Instruction & Small Group Instruction • K - 5: Teacher Toolbox • Introduction to enVision,Successmaker Data to Inform Instruction & Small Group Instruction • Ready & IReady: Curriculum 	<ul style="list-style-type: none"> • Ready Classroom • IReady Assessment • Envision Platform • Successmaker Platform (6-Alg I only) • MyMathLab & MathXL 	<ul style="list-style-type: none"> • K - 5 IReady Diagnostic Readiness Assessment • Ready and Envisions 2-Week Instructional Cycle Assessments • 6-HS NWEA MAP Readiness Assessments • MathXL Assessments • Semester exam/assessments as determined by buildings

Curriculum and Instruction Recommended and Adopted curriculums

	<ul style="list-style-type: none"> ○ Balance of Rigor ○ Year at a Glance ○ Support for Diverse Learners ○ Cross-curricular support ● Evidence of Success Framework 	<p>Implementation</p> <ul style="list-style-type: none"> ● enVision & Successmaker: Curriculum Implementation ● NWEA Map analysis & reports ● Quality Improvement: PDSAs in the classroom 		
--	---	--	--	--

Social Studies Adopted 2018-2019

Curriculum/ Instruction	Materials	Professional Development	Technology	Assessments
<ul style="list-style-type: none"> ● Adopted curriculum: TCI Social Studies Alive (K-11) ● K-12 Curriculum Guides ● Schoology Unit Frameworks 	<ul style="list-style-type: none"> ● TCI / Social Studies Alive! ● The DBQ Project Online (4-12) ● Ohio as America (4th grade) ● Queen City Online (3rd Grade) ● Stamped: Racism, Anti-racism, and You (American History and African American history) 	<ul style="list-style-type: none"> ● TCI ● DBQ Project ● Anti-racist / Equity in curriculum ● Monthly coach-provided PD ● Accelerated Learning 2.0 	<ul style="list-style-type: none"> ● TCI / Social Studies Alive! ● The DBQ Project Online (4-12) ● Ohio as America (4th grade) ● Queen City Online (3rd Grade) ● Schoology Unit Frameworks ● Grade level Schoology groups and resource banks 	<ul style="list-style-type: none"> ● 2 Week Cycle Assessments ● CPS Readiness Assessments <ul style="list-style-type: none"> ● Semester exam/assessments as determined by buildings

Fine Arts Adopted 2018-2019

Curriculum/ Instruction	Materials	Professional Development	Technology	Assessments
<ul style="list-style-type: none"> ● Continued Use of Fine Arts Courses of Study in Art, Dance, Music and Theatre 	<ul style="list-style-type: none"> ● Visual Art Supplies distributed to Elem, MS and HS art 	<ul style="list-style-type: none"> ● Art of Education online PD for visual art teachers ● Noteflight, Quaver Music and 	<ul style="list-style-type: none"> ● Digital keyboards in HS music classrooms 	<ul style="list-style-type: none"> ● Exemplar Rubrics for informal and formal assessment of music

Curriculum and Instruction Recommended and Adopted curriculums

<p>Curriculum Guides for</p> <ul style="list-style-type: none"> • K-6 General Elementary Music • Elementary Instrumental Performance • 7-12 Instrumental Performance • K-6 Visual Art • 7-12 Instrumental Music <p>Exploring the importance of the American Jazz Art Form from a historical, social and cultural perspective</p> <ul style="list-style-type: none"> • Return of after-school arts programs in elementary and middle school • New Black Music of America Instrumental Music Initiative for 4th grade students in 22 underserved elementary schools 	<p>classrooms</p> <ul style="list-style-type: none"> • Musical Method Books and supplies distributed to Elem, MS and HS band and strings classrooms • Sheet music distributed to Elem, MS and HS music classrooms • Music supplies distributed to elem. Music classrooms • Musical Instruments distributed to Elem, MS and HS music classrooms • Increased teacher materials and resources focusing on Black American Musical Genres including jazz, blues, and gospel • Replacement of Art Kilns at selected CPS title 1 schools 	<p>Soundtrap digital music PD for music teachers</p> <ul style="list-style-type: none"> • Guest Artist Teacher Workshops for in all arts disciplines for teachers • Collaborative project opportunities for arts teachers • Arts classroom best practices seminars and presentations for teachers • Instructional Coach PD Opportunities 	<ul style="list-style-type: none"> • Digital Music Resources posted to schoology • Noteflight Digital Music Platform for all 6th-12th grade students in music classes • Quaver Music Digital Music Curriculum Resources for selected title 1 elementary schools • Digital access to instrumental music resources grades 4-12 • Use of WEVIDEO, Flip Grid and Audacity in the elementary music and art classes 	<p>performance and art creation</p> <ul style="list-style-type: none"> • New Gifted Arts Data Tracking Procedures and Resources • Enhanced documenting of end of semester Arts performances and exhibitions • Semester exam/assessments as determined by buildings
--	---	--	--	---

World Languages Recommend Adoption Committee 2021-2022

Curriculum/ Instruction	Materials	Professional Development	Technology	Assessments
<p>Curriculum Guides for:</p> <ul style="list-style-type: none"> • 7-12 Level 1 (Novice) • 7-12 Level 2 • 7-12 Level 3* • Heritage Language 1 • Heritage Language 2* • Heritage Language 3* • Elementary K-3 • Elementary 4-6 • Dual immersion K-3* <p>*New for 2021-22</p>	<ul style="list-style-type: none"> • C&I and Curriculum Council WL Professional Development • World Languages PLCs • Curriculum Academy: Best Practices in WL • American Council on the Teaching of Foreign Languages (ACTFL) • Ohio Foreign Language Association (OFLA) • Martina Bex: The Comprehensible 	<ul style="list-style-type: none"> • EMC Passport Academy Self-directed PD for Text and Digital supports for HS Spanish, French, and German • Galeria Text and Digital Supports for HS Heritage Spanish • Descubre Text and Digital Supports for DualImmersion and FLES Spanish • CPS World Languages Schoology Course 	<ul style="list-style-type: none"> • Flipgrid • EdPuzzle • Pear Deck (Google Slides add-on) • Flippity • CL Passport (HS Spanish, French, German, Chinese) via Clever • VHL Supersite (elementary and AP Spanish) via Clever • Little Sponges (primary grades) via Clever 	<ul style="list-style-type: none"> • Curriculum-based assessments from Curriculum Maps: <ul style="list-style-type: none"> ◦ IPA: Integrated Performance Assessment ◦ Portfolios ◦ Project Based Learning Assessment ◦ Timed Writes ◦ Free Writes • CPS World Languages Assessment Resources • Super IPA's

Curriculum and Instruction Recommended and Adopted curriculums

	<ul style="list-style-type: none"> Classroom Lance Piantaggini: Making Languages More Comprehensible Dr Bill VanPatten: Tea with BVP Keith Toda: Toda-ily Comprehensible Latin Terry Walz 	<p>(must log in to Schoology, join code: 4XZ4-Z42Q-XDK2B)</p> <ul style="list-style-type: none"> ODE World Languages; Quick Links ODE Language-Specific Authentic Resources Georgia thematic units language specific ICPS Resources 	<ul style="list-style-type: none"> Transparent Language (independent practice) via Cincinnati Public Library 	<ul style="list-style-type: none"> Ohio Foreign Language Association (OFLA) Resources: IPA resources, Proficiency rubrics, Performance rubrics, Can-Do Statements ACTFL Samples of Communication Proficiency (Speaking, Writing, Listening, Reading) - for reference: Arabic, Chinese, French, German, Japanese, Korean, Russian, Spanish Examples of Novice High Speaking (Spanish) Semester exam/assessments as determined by buildings
--	--	--	---	---

Health Adopted 2019-2020

Curriculum/ Instruction	Professional Development	Materials	Technology	Assessments
<p>Revise Curriculum Maps to reflect National Standards and Ohio Revised Codes</p> <p>Teacher Consensus about Recommended Pacing and Update the Pacing and Year at a Glance Documents</p> <p>Cross-curricular Units aligned to PBL standards</p>	<ul style="list-style-type: none"> CPR & First Aid Comprehensive Health G-W Publishing <ul style="list-style-type: none"> Digital & Online instructional supports Cross-curricular units 	<ul style="list-style-type: none"> Healthsmart ETR K-6 Comprehensive Health G-W Publishing (7-12) <ul style="list-style-type: none"> Digital & Online instructional supports Alternative Instruction for Families that Opt-Out of STI Instruction (Common district project and assignments) 	<ul style="list-style-type: none"> Comprehensive Health Online Resources and digital platform Pear Deck KidsHealth.org Schoology 	<ul style="list-style-type: none"> Pre and Post Assessments Semester exam/assessments as determined by buildings

Physical Education Adopted 2019-2020

Curriculum/ Instruction	Professional Development	Materials	Technology	Assessments
<p>Revise Curriculum Maps to reflect National Standards and</p>	<ul style="list-style-type: none"> Open Curriculum US Games 	<ul style="list-style-type: none"> Open Curriculum Curriculum Guides and 	<ul style="list-style-type: none"> Audio Visual supports 	<ul style="list-style-type: none"> Pre and Post Assessments

Curriculum and Instruction Recommended and Adopted curriculums

Ohio Revised Codes Develop Cross-curricular Units aligned to Math standards (3rd, 7th, and Algebra 1)	<ul style="list-style-type: none"> Activities Beyond the Classroom Cross-curricular units IHT Heart Rate Monitor Personalized PD (Select schools) 	<ul style="list-style-type: none"> maps Sports Equipment IHT Heart Rate Monitor System (select schools) 		<ul style="list-style-type: none"> BMI Screenings Semester exam/assessments as determined by buildings ODE Benchmark Assessments
--	--	--	--	---

Science Recommend Adoption Committee 2021-2022

Curriculum/ Instruction	Professional Development	Materials	Technology	Assessments
Revise Curriculum Maps to reflect State Board Approved Revised Standards, Essential Labs and Materials Needed Instructional Coaches Cross-curricular Units aligned to PBL standards Standards Aligned Curriculum and Labs for 7th-8th Graders at AWL and Hartwell (Q1 Project)	<ul style="list-style-type: none"> Argumentation and discourse (CER and CERR) Revised standards PD Discovery Education 4-Biology) WAVE Schoology Course IQWST PD (AWL and Hartwell) Gizmos (Select grant schools) Inquiry-based labs Cross-curricular units 	<ul style="list-style-type: none"> Essential lab supplies K-6 Literacy Resources Problem of the Day K-3 Picture Perfect Science Discovery Education IQWST WAVE Schoology Course 	<ul style="list-style-type: none"> Discovery Education 4-8, Physical Science, and Biology Pear Deck Schoology 	<ul style="list-style-type: none"> AIR Readiness Assessments 2 Week Cycle Assessments Pre and Post Assessments Semester exam/assessments as determined by buildings

Diverse Learners

Supports for MD/AU Specialized Classrooms				
Curriculum/ Instruction	Resources	Professional Development	Technology	Assessments
<ul style="list-style-type: none"> Unique Curriculum <ul style="list-style-type: none"> K-2 3-5 6-8 9-12 Transition 	<ul style="list-style-type: none"> Unique is a complete program supporting content across ELA, math, science and social studies for students with moderate to severe cognitive disabilities. The Unique Program 	<ul style="list-style-type: none"> The Unique program has live video training available to licensed users Professional development help sessions available within the website The Department of 	<ul style="list-style-type: none"> Unique is a cloud based learning system with individual student log on capability 	<ul style="list-style-type: none"> Unique Learning Systems: Goals, Preferences and Skills profile differentiates the system for individual student learning based based on pre and post unit

Curriculum and Instruction Recommended and Adopted curriculums

	also supports a comprehensive transition program to promote post secondary student outcomes	Student Services provides additional development to Intervention Specialists and related service providers through district sessions at the beginning of the year.		assessments within the system
--	---	--	--	-------------------------------

Supports for English Language Learners (SLIFE/ Newcomer)

Curriculum/ Instruction	Resources	Professional Development	Technology	Assessments
<ul style="list-style-type: none"> • ELD curriculum for HS intervention classes • 2020 Virtual Summer Newcomer Curriculum • ESOL Service Delivery Guide 	<ul style="list-style-type: none"> • ELL Supplemental Instructional Materials and Software <ul style="list-style-type: none"> ◦ IXL for ELA intervention ◦ Reading A-Z and RAZ Kids ◦ System 44 (phonics instruction for older SLIFE students) ◦ Read Live (comprehension, vocab, and fluency) ◦ Imagine Learning (K-6) 	<ul style="list-style-type: none"> • HS ELD curriculum training session • Using IXL PD session • Using Reading A-Z PD session • Using Google Tool for ELs • Using Class Dojo to communicate with families • Comprehensible Content Instruction • 7-12 Sheltered Content Standards and Scaffolding • Using Jamboard with ELs • Using Wit & Wisdom for Language Development • Easy CBM training • Acadience Training 	<ul style="list-style-type: none"> • Achieve 3000 is a cloud based program with usage and student growth data management within the system. • Google Classroom • Class Dojo (parent communication tool) • Talking Points (parent communication tool) 	<ul style="list-style-type: none"> • Easy CBM for 7-12 SWD and ELs (benchmarking and progress monitoring) • Acadience for K-6 SWD and ELs • OELPS screener for ELs • OELPA for ELs

Supports for All Diverse Learners

Curriculum/ Instruction	Resources	Professional Development	Technology	Assessments
Curriculum Access Team <ul style="list-style-type: none"> • Assistive technology (AT) coordinator • Augmentative and alternative communication (AAC) coordinator • High-incidence 	Districtwide PD sessions offered <ul style="list-style-type: none"> • FBI/BIP • Extended standards • Alternate assessment Monthly staff meetings in buildings Training sessions on Achieve 3000,	<ul style="list-style-type: none"> • District adopted curriculum resources with accommodations and modifications • PAES Lab • ViaQuest 	<ul style="list-style-type: none"> • AT access kits • AAC for individual students as needed • Google read and write • EdPlan • Unique Learning System (ULS) • Successmaker 	<ul style="list-style-type: none"> • District readiness assessments with accommodations • Semester assessments with accommodations and modifications

Curriculum and Instruction Recommended and Adopted curriculums

<ul style="list-style-type: none"> • intervention specialist • Low-incidence intervention specialist • Home Instruction Coordinator <p>Gifted coordinator Gifted manager ESL managers/ESL coaches DSS managers in every building Autism Support Team Behavior Consult Team</p>	<p>Unique, Boardmaker, STRIDES, Read and Write, EdPlan</p> <p>Resources and materials set up in a library in Schoology</p> <p>PD sessions on evidence-based interventions for students with autism</p> <p>CPI Training</p> <p>CAT Training support on request for all tools, including:</p> <ul style="list-style-type: none"> • Fluency Tutor • Book Creator • UPar <p>Gifted PD offerings to meet 30-hour requirement</p> <ul style="list-style-type: none"> • Book study • Film study 		<ul style="list-style-type: none"> • EdPlan • Equatio • Reading A-Z • Boardmaker • Read Naturally Live • Docs Plus • VR Headsets • CVI Kits • Learning Ally • Fluency Tutor • Book Creator • UPar <p>*Not all DSS technology is available for all teachers- it is based on student need</p>	<ul style="list-style-type: none"> • easyCBM for progress monitoring and benchmarking
--	---	--	---	--