



Upper St. Clair School District
Fall 2021 FastTrack Curriculum Recommendations
January 24, 2021

All approved recommendations are subject to budget constraints. Administrative approval of any recommendation should not be considered as tacit approval for the related expenditures or summer workshops. Workshop could include Flex time, Act 48 hours, and/or paid workshop hours.

Below is a list of the recommendations being presented and indication of those that will require Board approval.

	BOARD APPROVAL	FOR YOUR INFORMATION
BUSINESS		
Conduct research and make recommendations for reimagined business course offerings to begin with the 2022-2023 school year.		√
COUNSELING		
Update District protocols and practices to reflect updated statewide graduation requirements per Act 158.	√	
ENGLISH LANGUAGE ARTS		
Pilot the Leveled Literacy Intervention, a research-based reading intervention program, in grades three and four.	√	
Pilot the novel <i>Where the Mountain Meets the Moon</i> by Grace Lin in fifth grade, as part of the continued textual evaluations for grades five through eight.	√	
MATHEMATICS		
Pilot the <i>Measures of Academic Progress (MAP) Accelerator</i> program for math remediation in fifth and sixth grade.	√	
SCIENCE AND TECHNOLOGY EDUCATION		
Pilot a full-year <i>Advanced Robotics</i> course for the 2022-2023 school year.	√	
STEAM		
Conduct a multi-year research and development process to expand STEAM programming in grades nine – twelve.		√

Table of Contents

PAGE	CONTENT AREA
1-4	HS Business
5-6	HS Counseling
7-8	ES English Language Arts
9-10	MS English Language Arts
11-13	MS Mathematics
14	HS Science and Technology Education
15-18	HS STEAM

Business

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Dr. Tim Wagner, Dr. Judy Bulazo, Mrs. Amy Pfender

Level: High School

Area: Business

Date: Fall 2021

Curriculum Recommendation

Conduct research and make recommendations for reimagined business course offerings to begin with the 2022-2023 school year and beyond.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

- The high school course of studies previously included offerings in the area of business education. As other elective offerings expanded through the years, enrollment in the more traditional business education courses significantly decreased. As a result, the business courses were no longer included in the course of studies beginning in the 2012-13 school year, and resources were redistributed to other areas in the District.
- The implementation of the Career Education and Work Standards is now required in Pennsylvania schools. These standards address four specific areas: career awareness and preparation, career acquisition, career retention and advancement, and entrepreneurship. Exploring the addition of business-related coursework and experiences at the high school level aligns with the recommendations and requirements of these standards.

- Seek administrative approval.
- Form a team in January 2022 to engage in the research and provide further recommendations for consideration related to programming and instruction.
- Utilize the [Career Education Work Standards](#) to support further recommendations and the document, Career Readiness Indicator for the Future Ready PA Index and ESSA Accountability: Guidelines for Evidence Collection, Monitoring, and Reporting .
- Develop a timeline based on recommendations that incorporates the team’s findings. Initial recommendations would occur during the spring 2022 curriculum process.

Sub coverage for teams and availability to engage in the research and development process at \$125.00 a day approx.
 \$1,250.00

Approved.
 The rationale for reconsidering opportunities in the area of business that are connected to both traditional and entrepreneurial skills and innovation is strong and should produce exciting offerings and experiences.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION
Fall 2021 Fast-Track



Name: Dr. Tim Wagner, Dr. Judy Bulazo, Mrs. Amy Pfender

Level: High School

Area: Business

Date: Fall 2021

Curriculum Recommendation

Continued - Conduct research and make recommendations for reimagined business course offerings at USCHS to begin with the 2022-2023 school year and beyond.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. The industry recognized career clusters for career and technical education include 13 areas of focus. Of those, the District will consider the business-related clusters in the research and determination of potential programming. These areas will include, but not be limited to: Business Management and Administration, Hospitality and Tourism, Information Technology, Manufacturing, Marketing Sales and Service.

4. Data from the class of 2021 indicate that over 20% of graduates report pursuing a business-related major in college. High school offerings that would enhance students' ability to make future choices in this academic area would likely serve a significant portion of our student body.

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Dr. Tim Wagner, Dr. Judy Bulazo, Mrs. Amy Pfender

Level: High School

Area: Business

Date: Fall 2021

Curriculum Recommendation

Continued - Conduct research and make recommendations for reimagined business course offerings at USCHS to begin with the 2022-2023 school year and beyond.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

5. As colleges and universities continue to advance their business programs, opportunities and offerings have been added to include innovation and entrepreneurship skills. It has become critical to expose our students to experiences that allow them to understand the big picture of today's business world as well as it's detailed complexities. New high school offerings can serve to inspire as well as guide students' academic and career choices in this area.

6. For the past eight years, the High School has had a highly successful *STEAM Design & Consultation* course. This course has created exemplar experiences of cross-disciplinary, community-based, and career-oriented outcomes. This course serves approximately 24 students per year. Increased enrollment across this and similar courses and experiences suggests that the need for enhanced programmatic offerings that infuse content with business principles is needed.

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Dr. Tim Wagner, Dr. Judy Bulazo, Mrs. Amy Pfender

Level: High School

Area: Business

Date: Fall 2021

Curriculum Recommendation

Continued - Conduct research and make recommendations for reimagined business course offerings at USCHS to begin with the 2022-2023 school year and beyond.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

7. With the advancement of technology and the development of unique STEAM related offerings, strong partnerships with businesses and models of collaboration have already been established. It is timely to now consider how these experiences can intersect with a reimagined business curriculum to expand offerings provided to students as they relate to career exploration, career experiences, and collaborative partnerships with universities and businesses.

8. While consideration will be given to revitalizing traditional skill-based business courses, the research will also include a focus on entrepreneurial skills, real-life problem solving experiences, human-centered design thinking, innovation, and the exploration of market needs.

Counseling

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Dr. Lauren Madia, Dr. Timothy Wagner, Mrs. Jennifer Kirk

Level: High School

Area: Counseling

Date: Fall 2021

Curriculum Recommendation

Update District protocols and practices to reflect revised statewide graduation requirements per Act 158.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. [Act 158](#) establishes new statewide graduation requirements for all Pennsylvania students beginning with the graduation Class of 2023.
2. New graduation pathways still require that students demonstrate proficiency in Algebra I, Biology, and Literature, but provide multiple methods by which students can demonstrate proficiency.
3. All students who missed one or more Keystone Exams in Spring 2020 require a non-Keystone pathway.
4. After a review of Keystone scores, course performance and Preliminary Scholastic Aptitude Test (PSAT) scores, it was determined that approximately 71 students from the class of 2022 would need access to alternate graduation pathways. Additionally, 81 students from the class of 2023 and 156 (not all students participated in the PSAT) students from the class of 2024 WILL need access to alternate graduation pathways.
5. Each year, the Upper St. Clair School District enrolls a number of new students in varied grades. Many of these students will need access to the alternate graduation pathways to fulfill graduation proficiency requirements.

1. Seek administrative approval.
2. Update Program of Studies and district websites with details of graduation pathways.
3. Update standard procedures related to post-Keystone actions when a passing score is not attained.
4. Plan to expand opportunities for students to complete alternate assessments, such as Armed Services Vocational Aptitude Battery, (ASVAB) that meet statewide graduation requirements.
5. Create and disseminate communication to students and parents about the changes related to Act 158.

N/A

Approved
 Based on the guidance established under ACT 158, it is essential to have multiple graduation pathways to meet the individual needs of students. Communicating the options to parents/guardians will be an important part of this process.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION
Fall 2021 Fast-Track



Name: Dr. Lauren Madia, Dr. Timothy Wagner, Mrs. Jennifer Kirk

Level: High School

Area: Counseling

Date: Fall 2021

Curriculum Recommendation

Continued - Update District protocols and practices to reflect revised statewide graduation requirements per Act 158.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

6. Due to these new pathways, some previous practices around remediation and re-testing need to be updated.
7. Additional assessments are available to meet potential graduation pathways. In the event that students do not earn Proficient scores on the Keystone Exams, they can meet statewide requirements by earning a passing grade on the courses associated with each Keystone Exam, and satisfactorily completing one of the following alternative assessments (SAT, PSAT, ACT, ASVAB, Gold Level ACT WorkKeys)
 - Students are currently able to access SAT, PSAT, and ACT assessments at Upper St. Clair.
 - The ASVAB is an assessment not currently offered that could potentially be made available to Upper St. Clair students.
8. Students and their parents will need to be informed about these pathway options to assist in decision-making for the student.

English Language Arts

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Megan McGrath & Jessica Kenny

Level: Elementary

Area: English Language Arts (ELA)

Date: Fall 2021

Curriculum Recommendation

Pilot the *Leveled Literacy Intervention* (Heinemann), a research-based reading intervention program, in grades three - four.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. Pennsylvania adopted the PA Core Standards in July 2013. A recommendation was made in 2013 to begin the process of converting our curriculum to the PA Core. The District has been working in the area of ELA to align our curriculum and instructional practice to allow our students to reach and exceed these standards. Significant work has been completed in the area of phonics and comprehension instruction.
2. Even with a solid core curriculum, there are students who need more time and experiences to master the standards. Data from our District guided reading comprehension assessments and running records support the need for supplemental instruction for some students in addition to the core curriculum.
3. Administrators have established a master schedule at all three elementary buildings that affords the opportunity for common intervention and second chance learning time.

1. Seek administrative approval.
[LLI Gold Kit Book Titles \(Word Doc\)](#)
2. Provide professional development for resource teachers involved in implementation and instruction of the Leveled Literacy Intervention pilot. Resource teachers are already familiar with the framework from the kindergarten - second grade Leveled Literacy Intervention.
3. Review title selections for content and developmental appropriateness.
4. Assess the effectiveness of the pilot using MAP data for participating students.
5. If pilot is successful, recommend adoption of the program in Fall, 2022.

No cost - Product was purchased for Summer Reading Lab 2021.

Approved. Based on the success of the intervention at earlier grade levels, this is a logical next step in the path toward systemic and effective reading interventions.

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Megan McGrath & Jessica Kenny

Level: Elementary

Area: English Language Arts (ELA)

Date: Fall 2021

Curriculum Recommendation

Continued - Pilot the Leveled Literacy Intervention, a research-based reading intervention program, in grades three - four.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. With the availability of common intervention time and the data indicating students reading below benchmark, the district piloted and adopted the kindergarten through second grade *Leveled Literacy Intervention* during the 2017-2018 and 2018-2019 school years respectively.
5. *Leveled Literacy Intervention* has been successful in bringing students in grades one and two closer to or up to their appropriate benchmark reading level. Data showing students' growth can be seen in the [linked spreadsheet](#).
6. If the pilot is successful, the adopted *Leveled Literacy Intervention* for third and fourth graders would allow for a consistent and systematic intervention program at the elementary level. Data from the intervention can also be used in determining if students need additional levels of instructional services.
7. The instructional approach of the *Leveled Literacy Intervention* is a strong match with the core curriculum and thus provides a strong intervention experience that is highly congruent with classroom instruction. It is a short-term intervention that is implemented daily within a small group setting.

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Kate Ruth

Level: Middle School

Area: English Language Arts (ELA)

Date: Fall 2021

Curriculum Recommendation

Pilot the novel *Where the Mountain Meets the Moon* by Grace Lin in fifth grade, as part of the continued textual evaluations for grades five through eight.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The Middle School ELA Department has the long-term objective of continuing to improve the novel selections at Boyce Middle School with the intent to provide students with exposure to a variety of genres, rigorous reading levels, and engaging content. The ultimate goal of new novel selections is always to align with the curriculum and instruction as well as to inspire a life-long love of reading. Adjustments to the current pairings and/or sequencing of novels is needed to continue to meet these goals at the highest level possible.
2. To accomplish the goals above, several texts were read and reviewed by a team of teachers and administrators. The consensus of the review team was the selection of this novel as the best choice in meeting curricular objectives and in increasing student engagement.

1. Seek administrative approval.
2. Develop an instructional unit, including assessments, that are in alignment with the ELA curriculum for this grade level.
3. Conduct a fifth grade pilot of *Where the Mountain Meets the Moon* by Grace Lin in the third quarter of the 2021-22 school year.
4. Complete an evaluation of the pilot and, if successful consider adoption of title in the spring of 2022.
5. Continue ongoing discussions of potential new titles.

Cost of new novels for Q3: \$4400

Approved.
 This novel selection meets some significant goals and objectives.

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Kate Ruth

Level: Middle School

Area: English Language Arts (ELA)

Date: Fall 2021

Curriculum Recommendation

Continued - Pilot the novel *Where the Mountain Meets the Moon* by Grace Lin in fifth grade, as part of the continued textual evaluations for grades five through eight.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. This novel is being recommended as a pilot based on the following:
- exposure to the genre of fantasy/adventure
 - Lexile reading level that is instructionally appropriate for this grade level
 - positive representation of a female heroine
 - strong literary value as indicated by receiving a 2010 Newbery Honor Award and the 2010 Mythopoeic Fantasy Award for Children's Literature
 - exposure to Chinese Folklore within the novel and the ability to compare and contrast to other types of cultural folklore
 - opportunity for layering of non-fiction text
 - strong alignment with the District's third quarter comprehension objectives

Mathematics

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: Fall 2021

Curriculum Recommendation

Pilot the *Measures of Academic Progress (MAP) Accelerator* program for math remediation in fifth and sixth grade.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. This is the third school year in which our district has been utilizing the Measures of Academic Progress (MAP) Math assessment from Northwest Evaluation Association (NWEA) to measure student learning in fifth, sixth, and seventh grade. The MAP assessment provides regular benchmark measurements of what students currently know and are ready to learn. The MAP data also shows us how students are achieving relative to other students in Pennsylvania and nationally and gives us a measurement of their actual growth as it compares to their expected growth.
2. Each year NWEA conducts a linking study for each state that provides correlations between the Rasch UnIT (RIT) scores that students earn on the MAP test and their probabilities for proficiency on the Pennsylvania State Standards Assessment (PSSA) test. We can use this data to determine which students need more intensive interventions and remediations in meeting the academic standards.

1. Seek administrative approval.
2. Utilize curriculum meeting and Professional Learning Community (PLC) time to train the Math Resource Teacher and the classroom math teachers at Boyce in how to use the program.
3. Send an email to the parent(s)/guardian(s) of the students who will be participating in the pilot that will describe the program and explain what we expect to gain by using it.
4. Begin implementing with students during Team Time in February.

\$7.50 each for 125 students at Boyce = \$937.50 (cost is already covered within our current budget)

Approved. Utilizing data and technology to meet individual student needs is an excellent approach that will hopefully produce great academic gains.

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: Fall 2021

Curriculum Recommendation

Continued - Pilot the Measures of Academic Progress (MAP) Accelerator program for math remediation in fifth and sixth grade.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. The MAP assessment can also identify gaps that need to be filled in each student's learning continuum. Teachers can work to address those gaps, but this can prove difficult at times as they are also responsible to teach these students the current content as well.
4. MAP Accelerator is a new tool from NWEA that creates a customized Khan Academy dashboard for each student that is based on their results on the MAP assessment. This dashboard includes only Khan Academy instructional videos and activities that are within each child's Zone of Proximal Development (ZPD). The ZPD is determined by data collected on the MAP Growth Assessment.
5. These dashboards are created automatically without any effort from our teachers, so our math resource teacher would be able to put their full focus into instructing students within these prescribed topics.

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Andrew Lucas

Level: Middle School

Area: Mathematics

Date: Fall 2021

Curriculum Recommendation

Continued - Pilot the Measures of Academic Progress (MAP) Accelerator program for math remediation in fifth and sixth grade.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

6. Since these prescribed activities relate directly to students' performances on the MAP assessment, we expect to see more significant growth for these students as we work to fill mathematical gaps.
7. NWEA recommends that students work in MAP Accelerator for at least 30 minutes each week in order to show growth. This can be achieved by pulling these students from Team Time once per rotation.
8. Khan Academy is a resource that has been well-vetted and utilized by USC teachers for both enrichment and remediation. MAP Accelerator will provide our math resource teacher with ready-made materials that will allow them to instruct students at their current level.
9. Free training materials are provided by NWEA for the implementation of the MAP accelerator program. These trainings can easily be accomplished during PLC and curriculum meeting time.
10. Students will have the opportunity to work on the MAP accelerator program both in and out of school since the student dashboard will provide them only with content that they are ready to learn.

Science and Technology Education

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATION
Fall 2021 Fast-Track



Name: Lynn Kistler

Level: High School

Area: Science and Technology Education

Date: Fall 2021

Curriculum Recommendation

Pilot a full-year *Advanced Robotics* course for the 2022-23 school year.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. The Technology Now and Tomorrow (TNT) course was approved during the 2019 fall fast-track curriculum recommendation process and was offered as a full-year course during the 2020-21 school year. TNT consists of 3 modules that include engineering, computer programming and robotics.
2. As a continuation of the multi-year restructuring, approval for semester-long intermediate courses for engineering, computer programming and robotics was granted and begun during the 2021-22 school year.
3. The district currently provides an Advanced Engineering course and AP Computer Programming for students who seek to further develop knowledge and skills in these areas. An Advanced Robotics course would serve those who seek further proficiency and mastery in the field of robotics.
4. Students would apply skills of robot design, programming and problem solving to meet complex robotic challenges through intra- and inter-curricular opportunities.

1. Seek administrative approval.
2. Update the *Program of Studies* and meet with High School Counselors to acquaint them with the course and prerequisite coursework.
3. Provide summer workshop time to fully develop the course curriculum and Canvas course.
4. Update Rubicon Atlas with new curriculum.
5. Search out opportunities to observe best practices and provide release time for course instructor(s) to visit other schools that offer similar levels of robotics instruction.
6. Determine staffing and space for the course.

Summer workshop:
30 hours @ \$30.20/hr = \$906

Substitutes:
2 @ \$125/day = \$250

Additional robotics equipment:
Approx \$20,000

Approved.
The success of the introductory level course is to be commended. This is a necessary and meaningful next step in this multi-year plan.

STEAM

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender _____

Level: High School _____

Area: STEAM _____

Date: Fall 2021 _____

Curriculum Recommendation

Conduct a multi-year research and development process to expand STEAM programming in grades nine through twelve by identifying program and framework recommendations for the 2022-2023 school year and beyond.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

1. STEAM education fosters creativity, cross-disciplinary skills, and logical thinking while developing such dispositions as collaboration, communication, and critical thinking. In this regard, STEAM education can significantly contribute to career-readiness skills in many areas.
2. Our current strategic plan (2015-2020) recognized the importance of STEAM education in our District. It was one of five vision areas of focus and included the following goals:
 - Increase the depth and breadth of STEAM curriculum offerings and improve the integration of STEAM across the curriculum at all levels and for all students.
 - Enhance inquiry-based instructional practices and project-based learning applied in real-world settings along with flexible scheduling options to accommodate this type of instruction.
 - Equip teachers to educate students in STEAM areas by ensuring that they obtain STEAM content, pedagogy, and technology experience through professional development.

1. Seek administrative approval.
2. Develop teams to research components of STEAM programming to answer the following questions:
 - a. What are the best practices and essential components of effective courses and curriculum within a STEAM framework?
 - b. What are the current course offerings and related program options for students currently at USCHS?

Sub coverage for teams and availability to engage in the research and development process at \$125.00 a day appx.
 \$1,250.00

Approved. It has been unfortunate that some of this work has been slowed by the pandemic. The work to date and that planned for the immediate future is promising and should yield excellent programming and experiences for our students.

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender

Level: High School

Area: STEAM

Date: Fall 2021

Curriculum Recommendation

Continued - Conduct a multi-year research and development process to expand STEAM programming in grades nine through twelve by identifying program and framework recommendations for the 2022-2023 school year and beyond.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

3. A number of highly effective outcomes have occurred at the high school level as a result of the goals of our strategic plan. Some of these accomplishments include the following:
- development/revision and implementation of courses including Technology Now and Tomorrow (TNT), Bioinformatics, LabRATS, Financial Literacy;
 - development of enrichment opportunities through extracurricular clubs including Art Club and Robotics Club.
 - expansion of business partnerships in the *STEAM Design and Consultation* course
 - creation of a fully-operationalized international FAB Lab that allowed for new courses as well as modernization of current courses such as *Engineering and Architecture*
 - integration of the Technical Education department with the District's Science Department for better collaboration
 - creation of SHOP - a small, inclusive student run business

- c. Based on the research and review, what is the most effective program framework for USCHS to include:
- What additional curriculum/courses need to be considered for further recommendation, adoption, and/or revision for enhanced STEAM programming?
 - What additional resources are needed related to staffing, materials, and facilities? What is/are the "optimal" classroom arrangement(s) to support Innovation Hubs and STEAM instruction? 3. Identify and present findings of the research questions to administration.

3. Identify and present findings of the research questions to administration.

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender

Level: High School

Area: STEAM

Date: Fall 2021

Curriculum Recommendation

Continued - Conduct a multi-year research and development process to expand STEAM programming in grades nine through twelve by identifying program and framework recommendations for the 2022-2023 school year and beyond.

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

- establishment of the USC Innovation Hub - redesigned space at the high school aimed at attracting students and showcasing the offerings in these areas

4. These curricular and co-curricular achievements have increased the attention related to fabrication and design spaces and experiences. They have provided opportunities for students to work outside the walls of the high school, but there is the potential for so much more to occur and for so many more students to be reached.

5. Course enrollment data suggest that students are engaging in STEAM experiences. Related enrollment numbers indicate the following:

- 140 students enrolled in TNT in its inaugural year,
- 59 students currently participate in extracurricular robotics programming,
- 30 students attend the Innovation, Technology, and Entrepreneurship (ITE) club, and,
- 25 students joined the HOSA (future health professionals) club.

UPPER ST. CLAIR SCHOOL DISTRICT
 CURRICULUM RECOMMENDATION
 Fall 2021 Fast-Track



Name: Ms. Kistler, Mr. Miller, Dr. Wagner, Dr. Bulazo, Mrs. Pfender

Level: High School

Area: STEAM

Date: Fall 2021

Curriculum Recommendation

Continued - Conduct a multi-year research and development process to expand STEAM programming in grades nine through twelve by identifying program and framework recommendations for the 2022-2023 school year and beyond.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>6. Though successes have been achieved, there is the opportunity to reach more students at every level. For the expansion of STEAM opportunities to be meaningful and effective, study and analysis will be required in the following areas:</p> <ul style="list-style-type: none"> ➤ student interest and needs ➤ breadth and depth of course offerings ➤ innovation, design, and fabrication spaces ➤ staffing ➤ expansion of university/business partnerships ➤ career development and internship opportunities <p>7. It is likely that research may reveal opportunities and limitations related to staffing, as courses offerings expand, enrollment increases, and internship opportunities are offered. Increasing program leadership may also become necessary. Space is another area that may require attention as opportunities increase and conducive classroom environments are needed for successful implementation.</p>			