



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Upper St. Clair School District

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.

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UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Gordon Mathews, Dan Beck, Christine Mussomeli, Amy Antonio

Level: High School & Boyce Middle School

Area: All Areas

Date: March 13, 2018

Curriculum Recommendation

1. Pilot a Peer-Tutoring Program to assist with academic support during Pride Time at Boyce Middle School as a pass/fail elective course for the 2018/19 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Peer Tutoring is an opportunity for students to connect with other students who have previously done well in a course. The Bureau of Student Council, from Harvard University, references reasons to engage in peer tutoring:</p> <ol style="list-style-type: none"> Discussing new information and concepts they are learning; Reviewing material they already know; Refreshing mastery of material they have forgotten; Preparing for an exam or presentation; Getting academic assistance in addition to the help provided by the course teacher. <p>2. A great deal of research has supported the peer tutoring process:</p> <ol style="list-style-type: none"> Peer tutoring usually results in significant cognitive gains for both the tutor and the tutee. When students teach students, the result is marked improvement in student learning which increases the productivity of the school. Effects on both tutors and students were positive in the areas of learning, attitude toward subject matter, and self-concept. <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> Administrative approval. Pilot the program with volunteer high school tutors during 2018/19 school year. Determine credit worth, .5 (two days a week) or 1 (four days a week) per semester. Each day consists of the high school student leaving at dismissal for Boyce (2:20 P.M.) and being dismissed from Boyce at 3:15. Identify the need for tutors at Boyce Middle School with input from Boyce teachers. Identify criteria that students must meet in order to be considered for peer tutoring. (i.e. GPA, disciplinary record, attendance, teacher recommendations, etc.) Modify existing electronic Peer Tutoring Application for use within the Boyce peer tutoring program. Create a portfolio-based assessment to be used as the product each semester, based upon the ASCA Standards for Students, competencies, & indicators. <p style="text-align: center;">(Cont'd.)</p>	<p>Substitute day this spring to complete Student Application & Portfolio Assessment.</p> <p>Substitute days (one per semester) to review portfolios.</p>	<p>Approved. Due to the success of this model at Fort Couch, this is a natural progression for this programming. It is ideal to be able to engage students at various levels in a mutually beneficial experience.</p> <p style="text-align: center; font-size: 24pt;">4</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Gordon Mathews, Dan Beck, Christine Mussomeli, Amy Antonio

Level: High School & Boyce Middle School

Area: All Areas

Date: March 13, 2018

Curriculum Recommendation

1. Pilot a Peer Tutoring Program to assist with academic support during Pride Time at Boyce Middle School as a pass/fail elective course for the 2018/19 school year. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. Peer tutoring is widely used in higher education in a variety of forms (writing center, Student Support Services, etc.). This process would further promote self-regulatory and self-assessment skill growth, and development for college preparation.</p> <p>4. Pride Time at Boyce Middle School has proven an invaluable asset for students seeking support and enrichment in certain subject areas, specifically from their team teachers. It is an environment conducive to academic support and enrichment. Providing additional individuals would allow students to receive more individualized attention at the conclusion of their school day.</p> <p>5. Fort Couch has had a successful first year of its Peer Tutoring Program and the benefits of this program may be extended to Boyce Middle School. This year the School Counseling departments and volunteer students have partnered together for those in need of community service hours. Students who need extra support at Boyce are paired with a volunteer student who then serves as peer tutor. This serves as an opportunity to reinforce current volunteer students, as well as attract those interested in community learning and those who may not be able to tutor during the school day, by enrolling for credit and designating transcript recognition for an after school program. Additionally, the program engages high school students as positive role models to the Boyce students.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>8. Math and ELA have been identified as areas of need for extra support during Pride Time at Boyce. Specific high school students that excel in these content areas would need to be selected. In addition, determine if a need exists for student enrichment in the aforementioned areas.</p> <p>9. Identify students to enroll as Peer Tutors.</p> <p>10. Coordinate with bus garage to identify a bus that is available for students to ride from the High School to Boyce.</p> <p>11. Distribute and collect passenger addendums for students who plan to ride with other peer tutors.</p> <p>12. Conduct peer tutoring training and awareness activity with identified students.</p> <p>13. Consult with School Counseling Department to align process for student recruitment.</p> <p>14. Collect and analyze feedback from tutors, tutees, and teacher supervisors in order to continue to refine the Boyce Peer Tutoring Program.</p>		5

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Gordon Mathews, Dan Beck, Christine Mussomeli, Amy Antonio

Level: High School & Boyce Middle School

Area: All Areas

Date: March 13, 2018

Curriculum Recommendation

1. Pilot a Peer-Tutoring Program to assist with academic support during Pride Time at Boyce Middle School as a pass/fail elective course for the 2018/19 school year. (Cont'd.)

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

6. In the past, some volunteer students have disengaged from the program once finishing their community service hours. This credit and transcript recognition would motivate students to help their peers who need the extra support. Students have already begun to earn community-based credit as peer tutors in the High School, as well as technical support at the USCHS SmartDesk Initiative.

7. This credit-bearing course will not replace teacher assistance during Pride Time; instead it will supplement the supports that are currently in place, especially when students require individualized assistance.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: <u>Giulia Gouker</u>	Level: <u>High School</u>
Area: <u>All Areas</u>	Date: <u>March 15, 2018</u>

Curriculum Recommendation

1. Conduct a study to develop a credit-bearing, leadership or content-specific course with a service-learning outcome.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This recommendation supports the approved HSLT goal to “inject an entrepreneurial spirit of innovation, collaboration, and problem-solving in student programs including leadership academies, STEAM, and more.”</p> <p>2. With increasing focus on college-, career-, and life-readiness, service-learning as an instructional strategy fosters positive student outcomes. “When students’ interests and career aspirations are explored and connected through curriculum, their high school experience is elevated... Additionally, civically engaged students make greater scholastic progress during high school . . .” (<i>Redefining Ready</i>).</p> <p>3. Service-learning experiences provide students with unique opportunities to develop skills in problem-solving, leadership, critical thinking, self-direction, and reflection. Furthermore, students who participate in direct-service hone interpersonal skills, practice empathy, consider equity, promote activism, and feel a greater sense of belonging to both school and community (Drexel University 2017).</p> <p style="text-align: center;">(Cont’d.)</p>	<p>1. Administrative approval.</p> <p>2. Study successful service-learning programs and courses at the secondary and post-secondary levels.</p> <p>3. Research potential course framework.</p> <p>4. Research community partnerships with organizations with which students might engage in service-learning work.</p> <p>5. Seek professional development around teacher instruction in a service-learning course.</p> <p>6. Based on the study, provide future recommendation for a semester- or year-long, credit-bearing course.</p>	<p>One teacher; up to 30 hours in study (30hrs x \$30.20 = \$906)</p> <p>Workshop/Co nference fees for professional development</p>	<p>Approved.</p> <p style="text-align: center;">7</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Giulia Gouker **Level:** High School
Area: All Areas **Date:** March 15, 2018

Curriculum Recommendation

1. Conduct a study to develop a credit-bearing, leadership or content-specific course with a service-learning outcome. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. High-quality, project-based learning “enables students to master academic content and skills, develop skills necessary for future success, and build personal agency needed to tackle life’s and the world’s challenges.” The course framework would be designed around the six elements of successful project-based learning: intellectual challenge and accomplishment, authenticity, public product, collaboration, project management, and reflection (Buck Institute for Education 2018).			8

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Lauren Madia and Jen Kirk **Level:** K-12

Area: School Counseling **Date:** March 2018

Curriculum Recommendation

1. Implement the new Career Readiness Indicator requirements issued by the Pennsylvania Department of Education.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Pennsylvania's ESSA plan includes a newly-created Career Readiness Indicator as part of its PA Future Ready Index. At Grades 5, 8, and 11, the District will report with a Yes/No indicator whether or not each student has met the requirements.</p> <p>2. The Career Readiness Indicator involves work from grades 3-11, that demonstrates a well-developed Career Education and Work curriculum across four strands: Career Awareness & Preparation; Career Acquisition; Career Retention & Promotion; and Entrepreneurship.</p> <p>3. The District has previously created/approved the Comprehensive Counseling Plan, which focuses heavily on Career Education.</p> <p>4. New requirements necessitate further examination of existing instruction, including instruction outside of the counseling department.</p> <p>5. Initial review of all curricular areas reveals that all content areas are delivering CEW standards.</p> <p>6. New requirements compel the District to create and maintain Career Portfolios beginning in Grade 3 through Grade 11.</p>	<p>1. Administrative approval.</p> <p>2. Creation of grade-level Career Readiness Indicator artifacts list that represents a breadth of curricular areas.</p> <p>3. Creation of publication of information for consumption by students/families/staff.</p> <p>4. Creation and implementation of a storage method for Career Portfolios.</p>	<p>Use of designated summer curriculum leader time.</p> <p>Six hours of paid summer workshop time for up to 10 professional staff members. (\$30.20/hours x 6 hours x 10 = \$1812.00)</p>	<p>Approved.</p> <p style="text-align: center;">9</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Lauren Madia **Level:** K-8

Area: School Counseling **Date:** March 2018

Curriculum Recommendation

1. Continue to review vertical alignment of K-8 school counseling core curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The American School Counselor Association includes school counseling core curriculum as a key component of a model delivery system.</p> <p>2. Recent curriculum work has improved alignment of elementary counseling curriculum.</p> <p>3. Teaching counselors deliver instruction on a variety of standards, including, but not limited to, national School Counseling Mindset and Behaviors standards, state health education standards, and state career education standards.</p> <p>4. Changes in other areas may have impact on the school counseling core curriculum. (For example, adding/removing/changing Expressive Arts courses; new requirements for Career Readiness, etc.)</p> <p>5. Continued examination of curriculum by topic/grade level /standards is needed due to the commitment of the department to be responsive to student and district needs.</p>	<p>1. Administrative approval.</p> <p>2. Include project in Summer PD catalog as a FLEX project.</p> <p>3. Review of recent district initiatives that impact the counseling program (e.g. Career Readiness, etc.).</p> <p>4. Continued crosswalk of existing curriculum with applicable standards.</p> <p>5. Revision (including addition or removal) of lessons.</p>	<p>Up to 12 hours of Flex time for up to 7 counselors.</p> <p>Up to 12 hours of paid time for up to 3 counselors (\$30.20 x 12 x 3 =1087.20)</p>	<p>Approved.</p> <p style="text-align: center;">10</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Lauren Madia **Level:** 7-8

Area: School Counseling **Date:** March 2018

Curriculum Recommendation

1. Review existing lessons and revise unit objectives for delivery of prescription drug and opioid prevention curriculum.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Prescription drug/opioid misuse/abuse/overdose deaths continue to increase across the nation, with PA in the top 5 drug overdose rates with 37.9 deaths per 100,000 (CDC).</p> <p>2. Deaths of teens due to drug overdose has increased.</p> <p>3. Prevention research indicates that specific education about prescription drug and opioid misuse/abuse is crucial for teens.</p> <p>4. Current instruction includes multiple lessons with guest speakers, brain research, and refusal skills.</p>	<p>1. Administrative approval.</p> <p>2. Include project in Summer PD Catalog.</p> <p>3. Review of prevention research related to prescription drug/opioid prevention education.</p> <p>4. Write unit objectives in line with this research and applicable state/national standards.</p> <p>5. Review/revise current instructional practices to ensure alignment with written objectives.</p>	<p>Up to 6 hours of Summer Flex time</p>	<p>Approved. Given the growing epidemic in this area, continued review and addition of current resources is essential.</p> <p style="text-align: center;">11</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Jen Kirk **Level:** HS
Area: Counseling **Date:** March 2018

Curriculum Recommendation

1. Expand the Community Based Learning Program beyond the school day and school year to cultivate students' career decision-making skills.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The Career Education and Work standards are required education for all students enrolled in Pennsylvania public school entities. School entities are expected to implement and evaluate all activities counted towards the Career Readiness Indicator with fidelity and rigor, as demonstrated by alignment to CEW standards, demonstration of meaningful engagement in activities that will increase the likelihood of postsecondary success, and/or connection to a student's broader interests, skills, and goals (i.e., personalized learning).</p> <p>2. <i>Redefining Ready!</i>, the national initiative launched by AASA, considers students' college, career, and life readiness. Students are considered "Career Ready" if they have identified a career interest and meet two behavioral and experiential benchmarks.</p> <p>3. Expanding students access to experiential learning opportunities aligns with the HSLT Recommendation from fall 2017, that states <i>to study and increase the opportunities for high school students to become empowered through programming that promotes an entrepreneurial spirit.</i></p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Update <i>Program of Studies</i>. Consider updating the name of Community Based Learning courses according to the career cluster titles.</p> <p>3. Communicate opportunity to students via Naviance email, student email distribution list, announcements, Canvas, Website, Counseling Newsletter, and/or classroom presentations.</p>		<p>Approved. Career decision-making research shows that experience and environment are key influences on individual career decision-making. This recommendation will provide more students with the opportunity to gain important experiences that can influence their career choices.</p> <p style="text-align: center;">12</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Jen Kirk **Level:** HS
Area: Counseling **Date:** March 2018

Curriculum Recommendation

1. Expand the Community Based Learning Program beyond the school day and school year to cultivate students' career decision-making skills. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>4. USCHS students have expressed as interest in exploring interests outside of the school setting. Student schedules and extra-curricular commitments restrict access to CBL in its currently existing structure. An expanded CBL Program will provide accessibility to “in the workforce” opportunities for all students.</p> <p>5. The US Bureau of Labor Statistics suggests “If job shadowing gives you a taste of what an occupation is like, imagine how helpful getting experience could be. Students can begin getting career-related experiences in high school through internships, employment, and other activities. Taking part in different experiences is another step toward helping you to figure out what you like—and what you don’t.” Torpey, E. (2015). Career planning for high schoolers. <i>Career Outlook</i>, US Bureau of Labor Statistics. Retrieved from https://www.bls.gov/careeroutlook/2015/article/career-planning-for-high-schoolers.html</p> <p>6. Each year typically 30-40 students participate in the Community Based Learning Program. Expanding the available time options allows a greater number of students the opportunity to participate.</p>			13

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Judy Bulazo **Level:** Middle School
Area: Expressive Arts **Date:** May, 2018

Curriculum Recommendation

1. Develop and pilot a Strategic Communications course to be offered as a part of the Middle School expressive arts programming for eighth grade for the 2018-19 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The current expressive arts programming for eighth grade students includes curriculum related to production in the areas of visual arts, music, STEAM and keyboarding. The addition of a strategic communications course would compliment and round out the experiences in an area that is not currently addressed at the middle school level.</p> <p>2. Throughout their academic, personal, and professional lives, students will be required to communicate effectively and will be judged by their proficiencies in this area, regardless of the paths they choose.</p> <p>3. Speaking and listening are included in the PA English Language Arts and PA Content Literacy Standards. Though extensively integrated in course work, students are often asked to create and present, but the formal aspects of strategic communicating are not often explicitly taught. Currently the only formalized coursework in speech is a high school elective course.</p> <p>4. A communication arts course was formerly offered in eighth grade.</p> <p>5. The changing landscape of technology and related communication makes it important that our students maintain face-to-face communication skills as well as use the vast ways of electronic communication in a productive manner.</p>	<p>1. Administrative approval.</p> <p>2. Review the curriculum from the former communication arts course as well as the current PA standards related to speaking, listening, and presentation skills to determine important concepts and skills to be included in this course. Consider the development and interests of middle school students when determining needs.</p> <p>3. Consult with communications experts in the field to ascertain what is most important and needed in preparing young adults to be positively recognized for polished and professional communications.</p> <p>4. Develop curriculum, assessments, and unit plans.</p>		<p>Approved.</p> <p style="text-align: center;">14</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Kristy Berrott **Level:** Elementary
Area: ELA **Date:** March 19, 2018

Curriculum Recommendation

1. Adopt *Leveled Literacy Intervention*, a research based reading intervention program in grades 1-2.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>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.</p> <p>2. Despite having a solid core curriculum, the data from our district guided reading comprehension assessments and running records indicate that there are students reading below benchmark.</p> <p>3. Administrators have established a master schedule at all three elementary buildings that affords the opportunity for common intervention and second chance learning time.</p> <p>4. With the availability of common intervention time and the data indicating that there are students reading below benchmark the district piloted <i>Leveled Literacy Intervention</i> during the 2017-2018 school year. The pilot involved a full year implementation within second grade. The intervention was also piloted during the second semester within first grade.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Provide professional development for resource teachers involved in implementation and instruction of <i>Leveled Literacy Intervention</i>.</p> <p>3. Continue to monitor data to assure continued efficacy of the program.</p>		<p>Approved.</p> <p style="text-align: center;">15</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Kristy Berrott Level: Elementary
Area: ELA Date: March 19, 2018

Curriculum Recommendation

1. Adopt the *Leveled Literacy Intervention*, a research based reading intervention program, in grades 1-2. (Cont'd.)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative
Reaction

5. *Leveled Literacy Intervention* was designed by Fountas & Pinnell and supplements our core guided reading instruction. It is a short-term intervention. It is implemented daily within a small group setting.

6. During the 2017-2018 pilot there was evidence of student progress in first and second grade. The intervention was utilized with students that were identified as performing below grade level benchmark. As of March 2018, 52% of the first grade students participating in *Leveled Literacy Intervention* achieved benchmark and 50% of the second grade students participating in *Leveled Literacy Intervention* achieved benchmark.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name Pam Dillie & Becky Kabala **Level:** Elementary (3-4)

Area: ELA/SCIENCE **Date:** March 19, 2018

Curriculum Recommendation

1. Develop and update current text sets with a focus on science content and reading comprehension. This will be based on best practices to allow for the development of reading comprehension skills in all students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The shift to the PA Core Standards has promoted a renewed focus on effective instructional techniques for reading instruction and an increased exposure to informational text. “Students should be reading widely and deeply from among a broad range of high-quality, informational texts.”</p> <p>2. Teachers have experienced success with current text sets and expressed a desire for additional text sets. It was determined that a natural connection between texts could focus on science. This would allow for students to gain information from text in addition to hands-on experiences. Developing these text sets with a science focus will strengthen our student's reading comprehension and broaden their knowledge of a variety of science concepts.</p> <p>3. We will be utilizing the <i>National Geographic Explorer! Collection</i>, informational texts, short reads, videos, and other readings from a variety of genres.</p> <p>4. This will also provide more instructional consistency in reading and science across classrooms and buildings.</p>	<p>1. Administrative approval.</p> <p>2. Research best practices in the development and use of text sets to increase reading comprehension.</p> <p>3. Convene a team of teachers with representation from each grade level and building. Research new materials/texts that are needed.</p> <p>4. Make purchases and begin the process of creating several text sets for each grade level and determine when they should be used.</p>	<p>Summer workshop time for 6 teachers at \$30.20 per hour for 1 day = \$1,087.20. Possibility of flex hours.</p> <p><i>National Geographic Explorer! Collection</i> Cost: \$4.33 each. 13 third grade classrooms 12 fourth grade classrooms. 25 total x 8 copies for each classroom.</p>	<p>Approved.</p> <p style="text-align: center; font-size: 24pt;">17</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Becky Kabala, Kate Ruth, Kristy Berrott **Level:** _____ Grades 3-8

Area: _____ ELA **Date:** _____ March 7, 2017

Curriculum Recommendation

1. Expand the literacy assessment pilot to include the use of the MAP assessment with all teachers and students in grades 3-8.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This current recommendation is in response to last year's recommendation to: <i>Research and pilot an alternative benchmark reading assessment tool to gain understanding of students' reading comprehension to use in planning small group instruction and interventions focused on growth of all students.</i></p> <p>2. After careful study and analysis of assessment products, the Measures of Academic Progress (MAP) was chosen to be the pilot tool. All fourth grade teachers (approx. 300 students) along with one fifth and one seventh grade teacher (approx. 200 students) piloted this assessment in the second semester of this school year.</p> <p>3. The initial data provided from this assessment showed students' proficiency levels with skills aligned to the PA Core Standards. At the end of the year, the data will provide growth scores based on these standards.</p> <p>4. This assessment aligns with the curriculum and will inform instructional recommendations, flexible grouping structure, customized learning, small group instruction, and interventions.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Train teachers on administration of assessment.</p> <p>3. Schedule meetings to review data for the purpose of planning instruction and adjusting student groups.</p> <p>4. Purchase necessary materials.</p>	<p>\$9.45 per student (grades 3 - 8 1815 students - \$17,151.25)</p> <p>\$3500 training</p>	<p>Approved. Using data to inform instruction is a critical aspect to literacy instruction.</p> <p style="text-align: center;">18</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Becky Kabala & Kate Ruth _____ **Level:** _____ Grades 3-8 _____

Area: _____ ELA _____ **Date:** _____ March 7, 2017 _____

Curriculum Recommendation

1. Expand the literacy assessment pilot to include the use of the MAP assessment with all teachers and students in grades 3-8. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. Throughout the second semester (at least at this point in the second semester), pilot teachers have indicated this data will be helpful with grouping students based on academic need and will provide specific information about the comprehension focus for groups/individual students.</p> <p>6. There is great confidence that this assessment will prove to be the one that will be adopted, but a full-scale pilot will provide assurance that the technical aspects of the administration, teacher understanding, and use of the data are viable and justify the assessment cost.</p>			19

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Kate Ruth **Level:** Middle School
Area: English Language Arts **Date:** March 20, 2018

Curriculum Recommendation

1. Formally adopt texts in grades 5-8 as options for reading instruction.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. This is a continuation of recommendations proposed and approved in spring of 2013 and 2014. This work was anticipated to be a multi-year endeavor and is the reason for the current recommendation to continue this process.</p> <p>2. The pairing and sequencing of titles for grades 5-8 have occurred as part of a spring 2016 recommendation, and in the process some titles were found to still be in need of approval.</p> <p>3. Based on previous pilots, the following titles have been identified to be adopted into the reading curriculum at this time:</p> <p><u>Boyce</u> <i>Bud, Not Buddy</i> (Curtis, 1999) <i>Hoot</i> (Hiaasen, 2002) <i>Sign of the Beaver</i> (Speare, 1983) <i>Things Not Seen</i> (Clements, 2002) <i>Tuck Everlasting</i> (Babbitt, 1975)</p> <p><u>Fort Couch</u> <i>April Morning</i> (Fast, 1961) <i>Chains</i> (Anderson, 2008) <i>Fahrenheit 451</i> (Bradbury, 1953) <i>Outcasts United</i> (St. John, 2012) <i>The Outsiders</i> (Hinton, 1967) <i>A Separate Peace</i> (Knowles, 1959)</p>	<p>1. Administrative approval.</p> <p>2. From the list of adopted texts in grades 5-8, continue to examine current novel pairings, sequences, student data, and PA Core Comprehension standards to determine if moving novels to different grade levels or times of the year would be appropriate.</p> <p>3. Evaluate additional titles to pilot and approve for use through a summer work project.</p>	<p>Up to 12 hours of Summer Flex time</p>	<p>Approved.</p> <p style="text-align: center;">20</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Melissa Tungate _____ **Level:** _____ High School _____

Area: _____ English Language Arts _____ **Date:** _____ May 9, 2018 _____

Curriculum Recommendation

1. Research reading interventions, instruction, and assessments to support students' comprehension in grades 9-12.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Pennsylvania adopted the PA Core Standards in July 2013. 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.</p> <p>2. Currently, there are no formal diagnostic benchmark assessments in reading in the regular classroom at the high school. As a result, there is no formalized tool to collect data which would lead to a more specific plan to address students' needs with regard to reading comprehension. We also do not have a tool to assess new students who move into the District in ninth grade.</p>	<p>1. Administrative approval.</p> <p>2. Conduct a summer workshop to begin research, including collaboration with Middle School and Special Education & resource teachers to understand practices and assessment data, including PSSA scores, already in place.</p> <p>3. Draft a potential fast track curriculum recommendation based on research findings.</p>	<p>Up to 2 teachers and up to 18 hours per teacher (\$30.20 X 18 hrs x 2 teachers = \$1,087.20</p>	<p>Approved. Acknowledging that there continues to be a need for reading instruction and differentiation beyond eighth grade is important. Collaboration with other District reading personnel will be important in this process.</p> <p style="text-align: center;">21</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Andrew Lucas and Steve Miller **Level:** Middle School

Area: Mathematics **Date:** March 20, 2018

Curriculum Recommendation

1. Develop a customized online Algebra I experience, using existing District-approved resources, to be used over the summer by a small group of incoming 9th grade students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. In the fall of 2015, a curriculum recommendation was written to develop a customized online Algebra I experience, using existing District-approved resources, to pilot over the summer for a small population of incoming 9th grade students.</p> <p>2. Each year we have 25 to 30 students move into the District who are between 8th and 9th grade. A portion of these students have not had Algebra I due to the math curriculum progression at their previous school not aligning with the progression at Upper St. Clair. We do not offer a one-year Algebra I course at the high school, so these students do not have a math option that fits their situation.</p> <p>3. We also have a small number of students (one or two each year) who transfer into the district in 8th grade and are not ready for Algebra Part A or Algebra 1. These students are best placed in Pre-Algebra as 8th graders and are therefore be two years behind their cohort if a full year Algebra 1 option were not offered in 9th grade.</p> <p>4. Given the small number of students in this situation, it would be impractical to create a new traditional course during the school year for these students.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Curate existing Algebra 1 materials and determine what lessons are still needed.</p> <p>3. Create any new materials.</p> <p>4. Split course into three modules on Canvas to facilitate flexibility in deploying the course based on students needs. The name of the course will be Algebra 1 Bridge. The names of the modules will be as follows: Algebra 1 Bridge A, Algebra 1 Bridge B, and Algebra 1 Bridge C.</p> <p>5. Participation in this course is based on teacher recommendation.</p>	<p>Up to 40 hours of workshop pay to create the course at a rate of \$30.20 per hour = \$1208</p>	<p>Approved. A solid Algebra I foundation is critical to future success in math. The use of this course is intended for very specific purposes.</p> <p style="text-align: center;">22</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Andrew Lucas and Steve Miller **Level:** Middle School

Area: Mathematics **Date:** March 20, 2018

Curriculum Recommendation

1. Develop a customized online Algebra I experience, using existing District-approved resources, to be used over the summer by a small group of incoming 9th grade students. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. Existing resources that are used currently in other math courses could be leveraged to provide a customized solution for these students, allowing them to progress through the Algebra I course in an individualized manner.</p> <p>6. Our existing summer school framework could accommodate students taking this course in the summer, providing those students with an instructor. Our existing Keystone Remediation instructor might be leveraged to provide support to students who take this course during the school year.</p>			23

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Andrew Lucas **Level:** Middle School

Area: Mathematics **Date:** March 20, 2018

Curriculum Recommendation

2. Adopt the Sumdog math program for all 5th grade students as a supplementary resource for customizing and enriching instruction.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. A recommendation was made for the 2017-2018 school year to adopt the Buzzmath program for all 5th grade classrooms. The purpose of the recommendation was to provide students with both enrichment and remediation opportunities as well as opportunities for self-paced and self-directed learning. The other stated purpose of the pilot was to explore the feasibility of expanding this program to other grade levels.</p> <p>2. We explored the Buzzmath program for our 5th grade students as well but found the resources to be somewhat lacking for that course. In addition, students did not respond with interest to Buzzmath. Teachers have also explored the Ten Marks, Khan Academy, and IXL Math programs and found them to be lacking.</p> <p>3. We were able to secure enough funding to purchase a Sumdog account for each student for the 2017-2018 school year. Teachers report that Sumdog customizes content well for all students and has helped to show growth for both high and low achieving students. The course is designed to be algorithmic so students can either have self-paced content released to them based upon the knowledge they show, or teachers have the ability assign specific tasks that tie to that day's lesson.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Provide time for teachers to meet at the start of the next school year to share and coordinate best practices for implementing Sumdog in the classroom. Identify and agree to expected practices for all teachers.</p> <p>3. Purchase subscriptions for incoming 5th grade students and provide time for teachers to input their rosters.</p> <p>4. Provide time at curriculum and PLC meetings throughout the school year to collaborate on data that has been collected through the program and to share additional best practices.</p>	<p>\$1020 for student licenses</p>	<p>Approved.</p> <p style="text-align: center;">24</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Andrew Lucas **Level:** Middle School
Area: Mathematics **Date:** March 20, 2018

Curriculum Recommendation

2. Adopt the Sumdog math program for all 5th grade students as a resource for customizing and enriching instruction. (Cont'd.)

Reason(s) for Recommendation

Implementation Steps

Cost

**Administrative
Reaction**

4. All content is aligned to the PA Core, and students who scored at an achievement level of basic on last year's test have shown progress within the Sumdog course over the course of the year. Perhaps most importantly, students seem to be excited about using the course.
5. Teachers have already been trained in using Sumdog so training time for implementing the program with fidelity will be minimal.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Caren Falascino **Level:** 8th grade
Area: Science **Date:** March 20, 2018

Curriculum Recommendation

1. Pilot the Pearson workbook, *Elevate Science: Course 3*, for use in 8th grade Science classes.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The department continuously reviews the anchors and student performance that are tested on the PSSA science test. After examination of the curriculum and evaluating student scores there is a need for additional content to supplement the labs, activities, and hands on experiences.</p> <p>2. This pilot would allow us to continue using our labs and technology advances, but will enhance the use of nonfiction reading to support the District and and State literacy standards. This resource will be updated each year to expose our students to new discoveries in science, PA State Standards and the Next Generation Science Standards (NGSS).</p> <p>3. The Pearson Elate series has a technology component that will allow students to complete readings at grade level, watch movies, and solve challenge questions. This will enhance our use of the technology in the middle school.</p> <p>4. In the program the students will be given a new workbook each year. This book will organize the student's learning for the year and allow a review for the PSSA test. The cost provided for the book is for a subscription for five years.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Teachers will be trained during the summer by a Pearson representative.</p> <p>3. Pilot the Pearson Textbook, <i>Elevate Science: Course 3</i> during the first nine weeks of school year 2018-19.</p> <p>4. Explore technology as a tool to supply resources for the unit.</p> <p>5. At the conclusion of the first nine weeks during the 2018-2019 school year, a review of the unit will be completed to determine if the unit is adopted.</p>	<p>Possible Summer Workshop Time</p> <p>2 Teachers for 12 hours @ \$30.20 = 724.80</p> <p>Possible expense of books 330 @ \$93.97 = \$31,010.10 /6 year (5168/year)</p>	<p>Approved.</p> <p style="text-align: center;">26</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Caren Falascino **Level:** 8th grade
Area: Science **Date:** March 20, 2018

Curriculum Recommendation

1. Pilot the Pearson workbook, *Elevate Science: Course 3*, for use in 8th grade Science classes. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>5. The Pearson, <i>Elevate Science: Course 3</i>.</p> <ul style="list-style-type: none"> a. reflects the objectives of the 8th grade year b. supports the District's literacy initiative c. provides yearly updates, information and resources. <p>6. Each year the students will receive a student book that can be consumed due to the fact that updated workbooks will be used each year. The students may use the workbooks or choose an online component.</p> <p>7. We will continue to use the STC (Science, Technology and Concepts) labs, STEAM activities, writing activities, and real life experiences.</p>			27

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Lynn Kistler **Level:** High School
Area: Science **Date:** March 15, 2018

Curriculum Recommendation

1. Revise the Academic Physics curriculum, expanding the application of physics principles and incorporating engineering opportunities.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Engaging students in the science curriculum is vital to provide incentive and motivation to learn new concepts. Physics is a science that is all about the world in which we live, work and play and is therefore a great opportunity to demonstrate to students how science plays a role in their day-to-day lives. Additionally, the NGSS marks a shift to a "focus on understanding and application as opposed to memorization of facts devoid of context." (Next Generation Science Standards, 2013)</p> <p>2. Discussion during the Professional Learning Community Collaborative Team meetings led physics teachers to examine what is taught in the Academic Physics course and to what depth. We all firmly believe that problem solving is an important skill to develop while taking physics (as well as other science courses), however, we believe that understanding and being able to apply and explain physics principles should have a more dominant role in the curriculum.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Allow for summer workshop time to fully develop curriculum including adjusting content and developing engineering challenges and other project-based learning opportunities.</p> <p>3. Develop appropriate criteria and assessments for the new content and skills.</p> <p>4. Update Rubicon Atlas to reflect the modifications and updates to the curriculum.</p>	<p>3 teachers for 5 days; 90 hours @ \$30.20/hr = \$2718</p>	<p>Approved. Approaching learning in this manner is a commendable and an effective way to promote deep understanding.</p> <p style="text-align: center;">28</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Lynn Kistler **Level:** High School
Area: Science **Date:** March 14, 2018

Curriculum Recommendation

1. Revise the Academic Physics curriculum, expanding the application of physics principles and incorporating engineering opportunities. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. Currently, more than 60% of the course content is comprised of mechanics with additional content focused on waves and electricity. Fluid mechanics would provide explanations of flight, water and air movement and also relate to kinetic molecular theory, first introduced in chemistry. Thermodynamics explores energy relationships, a vital understanding to all areas of science including biology and chemistry as well as physics. Additionally, thermodynamics and energy are major themes across many areas of the NGSS.</p> <p>4. Engineering practices promote collaborative and critical thinking skills that are important foundational skills for any career choice. In these tasks, students must show proficiency in asking questions, developing and using models, planning and carrying out investigations, and engaging in arguments from evidence. The incorporation of these skills within the Academic Physics curriculum will provide preparation and practice developing these competencies.</p> <p>5. Following the PA State Standards for Physics which includes science process skills, supplemented with the detailed content and standards from the NGSS as well as specific performance expectations for each standard, the Academic Physics curriculum can be enhanced with additional focused content and increased student engagement.</p>			29

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Lynn Kistler _____ **Level:** _____ High School _____

Area: _____ Science _____ **Date:** _____ March 14, 2018 _____

Curriculum Recommendation

2. Adopt *Environmental Science*, 14th edition by Cunningham & Cunningham (published by McGraw Hill) for use in the AP Environmental Science and IB Environmental Science and Societies courses.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. Researching possible texts for AP Environmental Science was an approved recommendation during Fast Track curriculum panel in Fall of 2017. The reasons this new text is needed include the age of the current text, lack of appropriate current events in the text, and the important role of an accurate and up-to-date text in the student-centered learning environment in the AP course.</p> <p>2. The Cunningham text had several components to the program that eclipsed the other AP Environmental resources including:</p> <ul style="list-style-type: none"> a. OnBoard which provides 8-10 hours of skills review which can be completed prior to or during the course to review mathematical skills in addition to skills from biology, chemistry, physics, and geology. b. Access to the textbook via an app which allows students to read text when off line in addition to the SmartBook, an interactive text which will provide customized reading quizzes for students based on the course content. c. Assessments include test bank questions which can be completed online in addition to AP style questions. d. Multiple AP style test preparation exams. <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Purchase texts to meet enrollment needs. (Funds have been budgeted for 2018-19.) 3. Allow for summer workshop time for instructor training and incorporating the text into the course content as well as integrating with the Canvas Learning Management System. 4. Update Rubicon Atlas and Canvas to coordinate new text chapters and content. 	<p>35 texts for total of \$5281.50 (includes shipping and 6 year subscription)</p> <p>12 hours @\$30.20/hr = \$362.40</p>	<p>Approved.</p> <p style="text-align: center; font-size: 24pt;">30</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Lynn Kistler _____ **Level:** _____ High School _____

Area: _____ Science _____ **Date:** _____ March 14, 2018 _____

Curriculum Recommendation

2. Adopt *Environmental Science*, 14th edition by Cunningham & Cunningham (published by McGraw Hill) for use in the AP Environmental Science and IB Environmental Science and Societies courses. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Other texts considered include: <i>Living in the Environment</i> , 19th ed., Miller <i>Environment</i> , 9th ed., Raven & Berg <i>Environmental Science</i> , 2nd ed., Friedland & Reylea			31

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Josh Tobin **Level:** _____ Middle School 5-8

Area: _____ Social Studies **Date:** _____ 3/20/18

Curriculum Recommendation

1. Analyze current middle school Social Studies curriculum alignment to the C3 Framework and begin preparing suggestions for modifications to scope/sequence/outcomes of Social Studies grade-level curricula that would be implemented in 2019-2020.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. A primary goal of K-12 education is preparation for the future. Various entities have described this further to focus on college, career and life readiness (RedefiningReady.org). The National Council for the Social Studies (NCSS) has built upon this theme from the Social Studies lens by developing the C3 Framework which focuses on College, Career, and Civic Life.</p> <p>2. The guiding principles of the C3 Framework (listed below) align with District mission, vision, and strategic planning:</p> <ul style="list-style-type: none"> • Social Studies prepares the nation's young people for college, careers, and civic life. • Inquiry is at the heart of Social Studies. • Social Studies involves interdisciplinary applications and welcomes integration of the arts and humanities. • Social Studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social Studies emphasizes skills and practices as preparation for democratic decision-making. • Social Studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts. <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Further research of best SS practices/curriculum in department meetings, grade-level PLCs, and through summer flex project opportunities.</p> <p>3. Make recommendations through fast track curriculum recommendation process in Fall 2018/2019.</p> <p>4. Implement changes for 2019/2020 school year.</p>	<p>Summer workshop</p>	<p>Approved. Extensive collaboration and input will be needed for this work.</p> <p style="text-align: center;">32</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Josh Tobin **Level:** _____ Middle School 5-8
Area: _____ Social Studies **Date:** _____ 3/20/18

Curriculum Recommendation

1. Analyze current middle school Social Studies curriculum alignment to the C3 Framework and to begin preparing suggestions for modifications to scope/sequence/outcomes of Social Studies grade-level curricula that would be implemented in 2019-2020. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>3. Along with these guiding principles, C3 emphasizes the need for foundational Social Studies understanding in the areas of civics, geography, economics, and history. These traditional backbones of social studies education will still be emphasized in any new iterations of Social Studies courses.</p> <p>4. The High School Social Studies department is currently engaged in similar discussions as approved through a previous curriculum recommendation. All changes would align to create a more fluid scope/sequence in grades 5-11.</p>			33

***As a Social Studies department, our mission is
to develop students who are:***

**Civic-
minded and
engaged with the
democratic process**

and take an empowered role in their world.



**Able to confront
complex, modern challenges**

leveraging an understanding and appreciation of our nation's and world's past.



Critical users of information

through open-mindedness and cultural literacy.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Judy Bulazo and Pam Dillie **Level:** Elementary

Area: STEAM-Maker Centered/STEAM Matrix **Date:** March 17, 2017 /March 19, 2018

Curriculum Recommendation

1. Continue to study the need and feasibility of creating maker-centered learning spaces in each of the 3 elementary buildings.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The District's Strategic Plan focuses on STEAM as one of five major areas of emphasis. The Boyce and Fort Couch Innovation Hubs that have resulted from the strategic action plans have been enthusiastically embraced by USC students and families. The significantly tight schedule at the elementary level has factored into a more careful consideration of this type of space along with its fit within the overall elementary STEAM and general programming.</p> <p>2. Current study of the <i>Agency by Design</i> program from the Harvard School of Education has provided us with information on the benefits and processes involved in maker-centered learning. The Remake Learning Network of Pittsburgh also provides many opportunities and partnerships for exploring maker-centered learning. As we use these resources to continue to develop the depth and breadth of STEAM curriculum offerings and improving the integration of STEAM across the curriculum, it is apparent that aspects of maker spaces should be fully considered. The concepts related to maker-centered learning such as developing student agency, building aspects of character that inform the way students think about themselves as thinkers and learners are important and valued by our District. It is thus important to investigate if and how Maker Spaces can play a role in the delivery of a comprehensive elementary STEAM program.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Gather a team of representatives from all related areas. Conduct an idea generating and input session related to programming, needs, and uses for innovation spaces and programming. Discuss which design-thinking and Makerspace projects would be offered in this new space for all children K-4th.</p> <p>3. Determine potential spaces that fit identified needs and ideas.</p> <p>4. Seek funding through several grant opportunities.</p> <p>5. Make potential programming and space recommendations in the spring of 2019.</p>	<p>No additional cost beyond the proposed elementary science budget.</p> <p>Summer Workshop pay for teachers at (\$30.20 per hour.)</p>	<p>Approved. Programming considerations should be the first priority in determining the efficacy of these spaces.</p> <p style="text-align: center;">35</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Judy Bulazo and Pam Dillie _____ **Level:** _____ Elementary _____

Area: _____ STEAM-Maker Centered/STEAM Matrix _____ **Date:** _____ March 17, 2017 /March 19, 2018 _____

Curriculum Recommendation

1. Continue to study the need and feasibility of creating maker-centered learning spaces in each of the 3 elementary buildings. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. S.T.E.A.M. education has become an important component in American education. Our District is committed to S.T.E.A.M. education. We need to continue to provide opportunities and to continue to evolve in sound and appropriate ways at the elementary level.			36

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Pam Dillie and Judy Bulazo **Level:** Elementary

Area: Science - STEAM **Date:** March 2018

Curriculum Recommendation

2. Revise and expand the current STEAM challenge experiences to provide more comprehensive and integrated programming.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. As the first year of STEAM challenges draws to a close, the research and development team analyzed our progress, successes, and needs. Students were provided with two challenges per school year that required them to solve a proposed problem using an engineering and design process during an extended period of time. The feedback on these challenges has been positive in terms of student engagement and their use of process skills. The goal was to provide four challenges per grade level to coincide with the four quarters of the school year.</p> <p>2. The team determined that elements of STEAM beyond the design process needed to be integrated in a more comprehensive way. Things such as tinkering, open-ended making, and robotics are areas that can provide great benefit to this age level of student in terms of developing curiosity, risk-taking, and self-agency.</p> <p>3. The research and development team, guided by the principles of <i>Agency by Design</i>, a project of the Harvard School of Education and connected with the Remake Learning Network of Pittsburgh, has developed a preliminary outline of STEAM experiences to be part of our overall STEAM programming for elementary students. The framework will be further refined over the summer and introduced to teachers in August.</p> <p style="text-align: center;">(Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Review the framework with teachers to garner input on the content and processes involved in implementation. Collaborate with middle school personnel.</p> <p>3. Refine the framework as needed and develop plans to guide teachers in implementing experiences effectively and with fidelity.</p> <p>4. Develop and/or purchase necessary materials.</p> <p>5. Plan and implement training for teachers.</p> <p>6. Continue to evaluate the experiences and their effectiveness in achieving STEAM goals within the overall elementary STEAM program.</p>	<p>Summer workshop costs</p> <p>Material costs</p>	<p>Approved.</p> <p style="text-align: center;">37</p>

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Pam Dillie and Judy Bulazo **Level:** Elementary
Area: Science - STEAM **Date:** March 2018

Curriculum Recommendation

2. Revise and expand the current STEAM challenge experiences to provide more comprehensive and integrated programming. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The redesign includes increasing the students' experiences with the engineering and design process in their current science units as well as adding extended maker experiences connected to some of the social studies content they are learning. These recommendations exist within a larger STEAM programming structure that continues to evolve in relationship to our strategic planning action plans. Computer programming exposure that is currently in place along with exploration of robotics and maker-space options are some of the other components that are being addressed.			38

	EIE: Current	New: EIE	Current: Maker Q1 Oct Early release	New: Building Q3 March early release
1st	Q2 Weather- Windmill	Q4 Plants- Plant Protector	Turkey Trays	Tiny Cup Challenges
2nd	Q4 Butterflies- Hand Pollinator (Invasive Species)?	Q1 Earth science Water Filter	Sound Instruments	Conestoga Wagon- connect to Pioneers
3rd	Q4 Human body- Knee Brace	Q1 Rocks and minerals- Magnets The Attraction is Obvious	Transformed Transport	Pittsburgh Skyscraper- connect to study of Pittsburgh
4th	Q4 Simple Machines- Vehicle	Q2 Ecosystems- Oil Spill	Electric Circuits Scrubby Brush Maze/Robots?	Hoop Glider

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Judy Bulazo, Pam Dillie, Tim Wagner **Level:** _____ Elementary

Area: _____ STEAM **Date:** _____ March 2018

Curriculum Recommendation

3. Explore our ability and capacity to provide robotics experiences at the elementary level through the engagement of female high school students in summer programming and community-based learning.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. The goal of this recommendation is two-fold. One is to explore the efficacy of robotics programming at the elementary level while, at the same time, attempting to increase female high school students' interest in STEAM at a time that could impact their future high school course selection. By the end of the 2018/2019 school year, high school female freshmen and sophomores, in collaboration with elementary teachers and leaders, will work on developing a system to sustain and grow a problem-based robotics curriculum for 3rd and 4th grade students.</p> <p>2. A new survey commissioned by Microsoft found that girls become interested in so-called STEM subjects around the age of 11 and then quickly lose interest when they are 15. Many girl-focused STEAM organizations have found that girls everywhere are passionate about using technology to solve problems in their day-to-day lives and make a positive impact on the world. Combining elements of STEAM with the opportunity to work with younger students, and make a difference in their school community will attract young women that have not engaged in traditional high school STEAM classes.</p> <p style="text-align: center;">(Cont'd.)</p>	<ol style="list-style-type: none"> 1. Administrative approval. 2. Collaborate with middle school and high school on identifying potential female high school participants. 3. Identify initial robotics kits and materials. 4. Design the summer programming for the high school students. 5. Offer the summer camp for female second through fourth grade students. 6. Offer the robotics experience for a third and fourth grade classroom in the fall. 7. Determine the next steps in planning for robotics programming. 8. Continue summer program and high school involvement in 2019 to include next steps in expansion. 		<p>Approved. This is a unique way to approach learning for both high school and elementary students.</p> <p style="text-align: center; font-size: 24pt;">40</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Judy Bulazo, Pam Dille, Tim Wagner **Level:** Elementary

Area: STEAM **Date:** March 2018

Curriculum Recommendation

3. Explore our ability and capacity to provide robotics experiences at the elementary level through the engagement of female high school students in summer programming and community-based learning. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>2. <i>Continued</i> At the same time, these student coaches will be required to deepen their knowledge of engineering and computer science concepts via educational robot kits and Scratch programming. This project will encourage young women to become STEAM leaders early in their high school career with the assumption that the experience will impact future high school course selection in STEAM areas. This experience will be categorized as Community-Based Learning for which participating student coaches can receive high school elective credit.</p> <p>3. This program will begin with student coaches working with District staff, Parent Teacher Council volunteers to create a five-day robotics camp for elementary girls in second through fourth grades. This 2018 summer camp will serve as time for district staff and student coaches to develop in-classroom robotics curriculum for 3rd and 4th grade students. A variety of robotics kits will be tested. Student coaches will collect and analyze data to draft a recommended half-day STEAM robotics classroom challenge for grades three and four. This challenge would be tested in one third and fourth grade classroom next year after which time further analysis and planning would occur to determine the efficacy of future implementation for all students.</p> <p style="text-align: center;">(Cont'd.)</p>			41

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Judy Bulazo, Pam Dillie, Tim Wagner _____ **Level:** _____ Elementary _____

Area: _____ STEAM _____ **Date:** _____ March 2018 _____

Curriculum Recommendation

3. Explore our ability and capacity to provide robotics experiences at the elementary level through the engagement of female high school students in summer programming and community-based learning. (Cont'd.)

Reason(s) for Recommendation

Implementation Steps

Cost

Administrative Reaction

4. After the first year, the cycle would continue with current high school students sharing lessons learned for future summer and classroom programming. The end goal would be the implementation of robotics programming for all third and fourth grade students.
5. This progressive approach would allow for significant research and development before making expensive purchases, and would also allow for opportunities to seek outside funding.

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: Jodi Mosler and Amy Pfender **Level:** K-3

Area: Student Support Services/Special Education **Date:** March 19, 2018

Curriculum Recommendation

1. Adopt the Foundations Reading Program in grades K-3 for the special education reading program.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>1. It is necessary to have a selection of programs that are appropriate to meet students' learning styles through a variety of different strategies, support teacher instruction, and provide effective progress monitoring in a learning support classroom. With the implementation of the Pennsylvania Common Core Standards, the USCSD Special Education Plan identified reading as an area of professional development in order to review the continuum of reading programs available to special education students. The PCI reading program was adopted in January 2017.</p> <p>2. The current reading program, SRA Reading Mastery, has a copyright date of 2007. As a result, the program is not PA Common Core Standard aligned.</p> <p>3. The need still exists for a scientifically research based program to support students outside of utilizing the general education curriculum programs and materials.</p> <p>4. When reviewing longitudinal data over grade level cohorts, a gradual decline in pass rates is evident.</p> <p>5. Foundations supports the reading, writing, and language standards through a multisensory, structured, and systematic, cumulative, and explicit program that is research based. (Cont'd.)</p>	<p>1. Administrative approval.</p> <p>2. Purchase two classroom kits (levels to be determined) of the Foundations program to add groups at the third elementary school and continue the program with current students moving to the middle school.</p> <p>3. Teachers who did not pilot will be trained on the program by teachers who piloted and attended a training last summer. Additional training needs may be identified.</p> <p>4. Fall 2018 full adoption of Foundations K-3 by the Special Education Department.</p> <p>5. During 2018-2019 curriculum meetings, review the program and identify additional steps of implementation and determine if additional materials are needed for implementation.</p> <p>6. Potentially look to review program for upper primary grades and middle school (grades 4-6).</p> <p>7. Continue to identify staff who have completed or are in need of further LETRS professional development. In addition, further training in best instructional practices will continue to occur as the Foundations program is fully developed.</p>	<p>Teacher materials-\$3,100</p> <p>Additional components of durables and consumables-\$1,215</p> <p>Workshop for K-3 teachers: \$30.20 x 21 hours=\$634.20</p> <p>Total: \$4949.20</p> <p>Ongoing costs annually consumables</p>	<p>Approved.</p> <p style="text-align: center;">43</p>

UPPER ST. CLAIR SCHOOL DISTRICT

CURRICULUM RECOMMENDATIONS FOR 2018-2019



Name: _____ Jodi Mosler and Amy Pfender _____ **Level:** _____ K-3 _____

Area: _____ Student Support Services/Special Education _____ **Date:** _____ March 19, 2018 _____

Curriculum Recommendation

1. Adopt the Foundations Reading Program in grades K-3 for the special education reading program. (Cont'd.)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
<p>6. The foundational skills of print concepts, phonological awareness, phonics and word study, and fluency are taught. Spelling, vocabulary, and comprehension are integrated.</p> <p>7. Progress monitoring is integrated to report student progress or to identify additional interventions.</p> <p>8. Throughout the 2017-2018 school year, three elementary special education teachers collaborated to implement a pilot of the Foundations reading program with 3 different groups of students K-3 in two different elementary buildings. Key components of the program meet the essential criteria that special education teachers had identified.</p> <p>9. After a year of a piloting, students in the piloted groups showed significant growth ranging between 3-6 levels of growth from September thru March. Also, lessons can be implemented within the recommended time frame/weekly amount; therefore, done so with fidelity.</p>			44