TO: Board of School Directors

DATE: January 9, 2019

FROM: Dr. Sharon Suritsky
Dr. Judy Bulazo

SUBJECT: 2018 – 2019
Fast Track Recommendations

	Requires Board Approval	For Your Information
All Curricular Areas Evaluate, identify, and implement enhancements to District programming that promotes positive school climate/culture, student connectivity, and social emotional learning	√	
Adopt an updated program of standardized testing in grades 1 and 2 and continue to study standardized assessment options at grade 5.	√	
Revise the middle school report card.	√	
Pilot a year-long, credit-bearing course integrating service learning and social entrepreneurship in the 2019-2020 school year.		√
Arts Add an introductory cooking course (Introduction to Culinary Skill 1 & 2) that integrates fundamental knowledge for cooking equipment, safe food preparation, and the skills necessary to cook independently.	√	
Add an advanced semester food elective course (Personal Nutrition) that integrates fundamental knowledge for independent living and lifelong wellness.	√	
Add an advanced semester food elective course (Global Foods) that integrates food preparation, culture, geography, climate, and world history to build fundamental knowledge of international education.	√	

TO: Board of School Directors

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FROM: Dr. Sharon Suritsky
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Fast Track Recommendations

	Requires Board Approval	For Your Information
Counseling Further develop the Career Exploration Opportunity to ensure career decision making processing skills in students.	√	
ELA Pilot the *Leveled Literacy Intervention*, a research-based reading intervention program, in grades 5 and 6.		√
Offer AP Literature and Language as two separate yearlong courses in the senior year.	√	
Mathematics Update the *Guidelines for Meeting Individual Needs* document to synthesize information about the accelerated math testing guidelines, process, and criteria at the elementary level.	√	
Research core mathematics programs at the elementary and middle school level.		√
Offer and develop the new IB Mathematics: Analysis and Approaches SL and HL courses over the next two school years, eliminating the current IB Math courses and Advanced Math Topics.	√	

TO: Board of School Directors

DATE: January 9, 2019

FROM: Dr. Sharon Suritsky
Dr. Judy Bulazo

SUBJECT: 2018 – 2019
Fast Track Recommendations

	Requires Board Approval	For Your Information
Social Studies Pilot a course for all 9th grade social studies students (enrolled in academic, MYP, honors, MYP honors) called S*haping the Modern World 1: Regions/Systems*		√
World Language Create and implement a middle school World Language curriculum based on current models of proficiency-based instruction and language acquisition through the use of Comprehensible Input practices.	√	
Revise the current eighth grade cumulative proficiency test to an authentic interpersonal proficiency-based assessment *(Can Do Café)*.	√	

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UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Amy Pfender, Lauren Madia, Jennifer Kirk

Level: K-12

Area: Student Support Services

Date: November 2018

Curriculum Recommendation

1. Evaluate existing K to 12 USC curriculum and programs which focus on positive school climate/culture, student connectivity, and social emotional learning.
2. Identify effective curriculum and programs, which will contribute to developing positive school climate/culture, student connectivity, and social emotional learning.
3. Implement level-specific plans which incorporate identified programs/curriculum into already existing level-specific positive action programs.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Since 2009, positive student programming has been included as part of the District's strategic plan. In the 2015-2020 strategic plan, Goal #3 of the plan for Safety and Security states: Enhance the implementation of programming and services that prevent and respond to students' personal well-being and safety concerns, as well as those that enhance student relationships and connectivity to the school. 2. The District has incorporated the Olweus Bullying Prevention Program and Project ACHIEVE, evidence-based school improvement models, which included a focus on positive school and classroom climate. 3. Currently, each building includes a component of positive action planning which promotes positive school climate and culture. 4. In the fall of 2017, students in grades 6, 8, 10, and 12 participated in the Pennsylvania Youth Survey (PAYS). Results indicated that a large percentage of students feel safe at school and that bullying is addressed by staff; however, students still report being bullied for a variety of reasons.	1. Administrative Approval 2. Develop two sets of committees: a. District level which includes district administrators, counselors, school psychologists, teachers, curriculum leaders/department chairs and students. b. Building level which includes principals, counselors and teachers. 3. Using the Collaborative for Academic, Social and Emotional Learning (CASEL) Framework, evaluate existing curriculum and programs to identify current needs and key areas to be addressed. 4. Identify specific curriculum and programs for review and analysis. 5. Create a timeline for program review and essential components of effective curriculum and programming. 6. Organize a community input group to provide feedback on Steps #3 through #5.	To include purchase of programs/curriculum, workshop rate for teacher work during the 18-19 SY, and summer of 19-20 SY, and substitute teacher costs Up to $25,000 total	**Approved.** Continuing to update and improve programming that addresses a positive and inclusive culture is a paramount value of our District.

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Amy Pfender, Lauren Madia, Jennifer Kirk

Level: K-12

Area: Student Support Services

Date: November 2018

Curriculum Recommendation

1. Evaluate existing K to 12 USC curriculum and programs which focus on positive school climate/culture, student connectivity, and social emotional learning.
2. Identify effective curriculum and programs, which will contribute to developing positive school climate/culture, student connectivity, and social emotional learning.
3. Implement level-specific plans which incorporate identified programs/curriculum into already existing level-specific positive action programs. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Despite the District's ongoing focus on positive school climate/culture, student connectivity, and social-emotional learning, additional work needs to be completed in this area. Based on input from students, staff, and community, the USCSD has identified the need to review current practices, which contribute to positive school climate and culture. Areas for review should include the following: bullying and cyberbullying prevention, social media education, student and staff connectivity, educating students on bias, developing messages of unification and language matters.	7. Develop curriculum recommendations in Spring 2018/ FastTrack 2019 to incorporate findings in order to have more coordinated positive action programming that builds positive school climate/culture, student connectivity, and student social emotional learning.		

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Amy Pfender and Lauren Madia

Level: Grades 1 and 2

Area: Student Support Services

Date: November 2018

Curriculum Recommendation

Adopt an updated program of standardized testing in grades 1 and 2 and continue to study standardized assessment options at grade 5.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In November 2017, a curriculum recommendation was approved for student standardized assessment options in grades 1 and 2. 2. During the spring of 2018, Grade 2 continued with the current assessment practices in order to have consistent assessment data from the student's previous first grade year. Grade 1 students participated in the OLSAT only. 3. A committee of administrators, curriculum leaders, and resource teachers met during the summer of 2018 to review options and discuss next steps. 4. After reviewing current curriculum based measures, the overall use and functionality of the Terra Nova Complete Battery test results, and upcoming progress monitoring practices, the committee recommends that the Otis-Lennon School Ability Test (OLSAT) provide the necessary standardized data at grades 1 and 2.	1. Administrative approval 2. Students in grades 1 and 2 will begin to participate in the OLSAT only. 3. Continue to review and investigate a pilot administration of the OLSAT at Grade 5 in the fall of 2019. 4. Review elementary handbooks to update standardized program information.	Costs for the 18-19 SY assessments are in the current budget at $15,000 Costs for additional assessment implementation will be included in the 19-20 SY budget	**Approved.** Streamlining assessments to provide essential data while maximizing instructional time will be helpful in assuring student growth and progress.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Amy Pfender and Lauren Madia

Level: Grades 1 and 2

Area: Student Support Services

Date: November 2018

Curriculum Recommendation

Adopt an updated program of standardized testing in grades 1 and 2 and continue to study standardized assessment options at grade 5. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. The reduction in testing days will provide more instructional time for students. 6. Additional committee input identified that a group assessment measure is also necessary later in a student's educational career.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: MSLT

Level: Middle School

Area: All Areas

Date: November 2018

Curriculum Recommendation

Revise the middle school report card.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The current middle school report was last revised over a decade ago. Since that time, there have been many changes to middle school programming, including the significant shift to the PA Common Core Standards, strategic planning initiatives, one-to-one technology for students, electronic gradebooks, and the Canvas learning management system. 2. Communication of performance and grades has been impacted by the use of an online gradebook and the Canvas learning management system. Students and parents are provided with significantly more information than when the current report card was developed. The formative and summative assessment information that is provided on a daily and weekly-basis will be considered in determining needed revisions. 3. A revised elementary report card was implemented in the 2015-16 school year and provides detailed information on skills in each subject area. This change creates the need to examine the ways in which the middle school report card can provide the needed reporting progression from the elementary years to high school grade reporting.	1. Administrative approval. 2. Form a report card leadership team that consists of curriculum leaders and teacher representation from all content areas. Make determinations regarding the purpose of the report card and examine a variety of report card types. Begin to draft some preliminary ideas related to types of revisions that may be needed. 3. Convene a parent input committee to review ideas related to purpose and types of reporting possibilities. Gather data on parent opinions related to desired report card information and categories 4. Form a Comprehensive Team that includes wider staff representation to begin the formal revision process Create a first draft of a new report card. 5. Make use of curriculum time to get feedback from all teachers. Reconvene a parent committee to gain input on the potential revisions.		**Approved.** The District's middle school philosophy should play a strong role in determinations related to a revised report card.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: MSLT

Level: Middle School

Area: All Areas

Date: November 2018

Curriculum Recommendation

Revise the middle school report card. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. The middle school report card currently lists very general skills for each subject area, but these skills are only addressed if a student is struggling. Taking a more positive approach to skill reporting is more strongly aligned with the philosophy of the school district and would provide more meaningful information to students and parents. 5. The current formatting of the report card is not as streamlined and succinct as desired.	6. Make revisions based on input and create a new draft to be presented as a part of the spring 2019 curriculum panel for a pilot in 2019-20. 7. Seek administrative and Board approval. 8. Work with the technology department on the electronic formatting of the report card. 9. Create training for teachers and parents as well as related documentation to facilitate a sound understanding of the new report card.		

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tim Wagner and Giulia Gouker

Level: High School

Area: HSLT Interdisciplinary Studies

Date: November 26, 2018

Curriculum Recommendation

Pilot a year-long, credit-bearing course integrating service learning and social entrepreneurship in the 2019-2020 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. This recommendation follows a study conducted in the summer of 2018 to research the potential for a service learning course at the secondary level. 2. 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." 3. This recommendation coincides with the current high school initiative to incorporate Project-Based Learning into classroom curriculum. 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).	1. Seek administrative approval. 2. Finalize course framework. 3. Establish community partnerships with organizations with which students might engage in service-learning work. 4. Secure funding for auxiliary course costs. 5. Seek professional development around teacher instruction in a service-learning course. 6. Provide future recommendation for course texts and resources. 7. Update Program of Studies to reflect the course offering for the 2019-2020 school year	One teacher; up to 30 hours in summer workshop (30hrs x $30.20 = $906) Workshop/ Conference fees for professional development	**Approved.** This course captures the growing interest of young adults in finding ways that they can design careers related to their interests and their desires to have a positive impact on the world.

UPPER ST. CLAIR SCHOOL DISTRICT
CURRICULUM RECOMMENDATIONS FOR 2019-2020

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tim Wagner and Giulia Gouker

Level: High School

Area: HSLT Interdisciplinary Studies

Date: November 26, 2018

Curriculum Recommendation

Pilot a year-long, credit-bearing course integrating service learning and social entrepreneurship in the 2019-2020 school year. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
4. 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 . . ." (*Redefining Ready*). 5. 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).			

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tim Wagner, Carolyn Cusick, Miranda Gray

Level: High School

Area: Family & Consumer Science

Date: November 14, 2018

Curriculum Recommendation

Add an introductory cooking course (Introduction to Culinary Skill 1 & 2) that integrates fundamental knowledge for cooking equipment, safe food preparation, and the skills necessary to cook independently.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The previous structure of the food program included four semester long courses (Foods I, II, III, and IV). Given the strategic goal of creating customized pathways for students, this recommendation replaces the introductory Foods I with an introductory self-paced, choice driven course called Introduction to Culinary Skill that student could take for 1 semester, 1 year, or two separate semesters. 2. All previous curriculum taught in Foods I will continue to be a part of the required modules that students must learn, making up about 23% of the curriculum. All new, choice based curriculum will make up an additional 77% of the curriculum. Required modules (Modules 1-7) must be completed by the student during the first semester. After completing the required Modules, students may choose the Module(s) they would like to study. 3. According to a study done by the USDA, people between the ages of 18-21 spend on average just 21 minutes a day preparing meals, and buy more frozen and pre-prepared meals than people of any other age. Students who have a foundational knowledge of culinary skill are more likely to engage in cooking meals at home. 4. This replacement course would provide students the opportunity to gain those foundational culinary skills at their own pace, while also providing them with an opportunity to learn about food topics that interest them. This course would study basic food preparation, small meal cooking, convenience food, dorm room cooking, and a variety of typical meals eaten by the majority of the American population. By the end of the required Module 7, each student would have had the opportunity to cook at least 30 meals individually or in pairs.	1. Seek administrative approval. 2. Update program of study. 3. Create course description, course unit plans and update previously written curriculum in rubicon atlas. 4. Inform counselors, students, and parents about the new course offering. 5. Provide additional workshop time for teacher to develop curriculum, course materials, and study possible project connections with STEAM.	Up to 2 day with substitute x 1 teacher = $200 Up to 12 hours of flex time x 1 teacher	**Approved.** A self-paced, self-directed course is in alignment with the District's philosophy of customizing learning.

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tim Wagner, Carolyn Cusick, Miranda Gray

Level: High School

Area: Family & Consumer Science

Date: November 14, 2018

Curriculum Recommendation

Add an introductory cooking course (Introduction to Culinary Skill 1 & 2) that integrates fundamental knowledge for cooking equipment, safe food preparation, and the skills necessary to cook independently. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Creating a self-paced Introduction to Culinary Skill will further customize student learning by allowing students to learn at their own pace, providing them with choice in most assignments, and allowing them to choose their modules of study after they have completed the required foundational modules.			

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tim Wagner, Carolyn Cusick, Miranda Gray

Level: High School

Area: Family & Consumer Science

Date: November 14, 2018

Curriculum Recommendation

Add an advanced semester food elective course (Personal Nutrition) that integrates fundamental knowledge for independent living and lifelong wellness.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The previous structure of the food program included four semester long courses (Foods I, II, III, and IV). Given the strategic goal of creating customized pathways for students, this recommendation creates an advanced elective course that would follow a prerequisite Intro to Culinary Skills. 2. According to the FDA, long-term health and well-being are directly related to the preparation and consumption of nutrient-dense foods on daily basis. Delicious and nutritious recipes can be prepared by careful adaptation of recipes. 3. This new level of course would allow students to explore beyond the core content of food preparation, safety and sanitation, and making basic meals. The course would study the relationship between nutrition and food, giving students the opportunity to build a foundation of nutritional understanding and learn how to create food alternatives that meet their nutritional needs. 4. Creating a new Nutrition and Wellness class will further customize student learning by giving students the opportunity to concentrate on an area of interest and develop a foundation of knowledge that could be used in any medical, nutritional, or health related field.	1. Seek administrative approval. 2. Update program of study. 3. Create course description, course unit plans and update previously written curriculum in rubicon atlas. 4. Inform counselors, students, and parents about the new course offering. 5. Provide additional workshop time for teacher to develop curriculum, course materials, and study possible project connections with STEAM. 6. Explore opportunities to engage the community...	Up to 2 days with substitute x 1 teacher = $200 Up to 12 hours of flex time x 1 teacher	**Approved.** This course supports the District's efforts to promote students' current and lifelong wellness.

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Tim Wagner, Carolyn Cusick, Miranda Gray

Level: High School

Area: Family & Consumer Science

Date: November 14, 2018

Curriculum Recommendation

Add an advanced semester food elective course (Global Foods) that integrates food preparation, culture, geography, climate, and world history to build fundamental knowledge of international education.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The previous structure of the food program included four semester long courses (Foods I, II, III, and IV). Given the strategic goal of creating customized pathways for students, this recommendation creates an advanced elective course course that would follow a prerequisite Intro to Culinary Skills. 2. International education can be a primary means in which we are able to bridge the cultural and linguistic divide that not only exists within our country, but also globally. According to a study done by Oxford, international education of our youth is one of the fundamental pillars needed to address social inequalities in the United States. Through the lens of Global foods, students will have to opportunity *learn to appreciate other cultures, languages, national histories, and global problems in order to become effective leaders and members of society.* 3. This new level of course would allow students to explore beyond the core content of food preparation, safety and sanitation, and making basic meals. The course would study the relationship between food and culture, geography, and world history, giving students the opportunity to build perspective and remain open-minded and understanding of others. 4. Creating a new Global Foods class will further customize student learning by giving students the opportunity to concentrate on an area of interest and develop a foundation of international education.	1. Seek administrative approval. 2. Update program of study. 3. Create course description, course unit plans and update previously written curriculum in rubicon atlas. 4. Inform counselors, students, and parents about the new course offering. 5. Provide additional workshop time for teacher to develop curriculum, course materials, and study possible project connections with STEAM. 6. Explore opportunities to engage the community...invite outside experts?	Up to 2 days with substitute x 1 teacher = $200 Up to 12 hours of flex time x 1 teacher	**Approved.** The interdisciplinary nature of this course will benefit students in a variety of ways.

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Jennifer Kirk

Level: High School

Area: Counseling

Date: November 26, 2018

Curriculum Recommendation

Further develop the Career Exploration Opportunity to ensure career decision making processing skills in students.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Career Education and Work – in accordance with 22 Pa. Code §4.12(5), career education and work – is defined as "understanding career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. 2. The CEW standards address four areas of knowledge: • Career Awareness and Preparation (Section 13.1); • Career Acquisition (Getting a Job) (Section 13.2); • Career Retention and Advancement (Section 13.3); • Entrepreneurship (Section 13.4). 3. Job shadowing and internships are considered a best practice and a critical component of any career development program. It will provide students the opportunity to experience, first hand, the current career demands and future market expectations. 4. USCHS students have continued to express interest in exploring career interests outside of the school setting. A more formal program will give them greater access and more choices of potential sites.	1. Seek administrative approval. 2. Identify which students already participate in Community Based Learning, Apprenticeships, and Parkway. Ensure that these students' transcripts appropriately reflect these experiences. 3. Establish business partnerships with five organizations by spring 2019, moving to ten business partnerships by 2020-2021. 4. Identify five of the total 16 career clusters to prototype a cohort model for career exploration. For each of these five cohorts 25 students in the class of 2020 will participate in an alumni luncheon and a one-day job shadowing experience. 5. Replicate these five cohort groups in 2019-2020 to refine the process. By the 2020-2021 school year, establish a responsive number of cohorts based the total number of juniors, minus those who participate in Community Based Learning, Apprenticeships, and Parkway.		**Approved.** Students will gain great experiences to enhance their ability to select a well-matched career.

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Jennifer Kirk

Level: High School

Area: Counseling

Date: November 26, 2018

Curriculum Recommendation

Further develop the Career Exploration Opportunity to ensure career decision making processing skills in students. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. We currently offer Career Exploration Opportunities to students who express interest. Additionally, internship opportunities through the Gifted Program and Community Based Learning reach additional subsets of students. A more extensive career interest program will provide accessibility to "in the workforce" opportunities for all students. 6. Expanding students' access to experiential learning opportunities aligns with the HSLT Recommendation from spring 2018, that states to expand the Community Based Learning Program beyond the school day and school year to cultivate students' career decision-making skills.	6. Explore graduation requirements related to career exploration.		

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Jennifer Kirk

Level: High School

Area: Counseling

Date: November 26, 2018

Curriculum Recommendation

Further develop the Career Exploration Opportunity to ensure career decision making processing skills in students. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. 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. Career Outlook, US Bureau of Labor Statistics. Retrieved from https://www.bls.gov/careeroutlook/2015/article/career-planningfor-high-schoolers.html			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Kate Ruth and Marissa Dyer

Level: Grades 5 and 6

Area: English Language Arts

Date: November 8, 2018

Curriculum Recommendation

Pilot the *Leveled Literacy Intervention*, a research-based reading intervention program, in grades 5 and 6.

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. 2. While previous years' work has included differentiating support students receive, no formal intervention program has been used in order to support struggling readers. 3. With the availability of flexible intervention time and the data indicating that there are students reading below benchmark, Boyce is piloting the use of Leveled Literacy Intervention during the remainder of the 2018-2019 school year. 4. Leveled Literacy Intervention was designed by Fountas & Pinnell and supplements the elementary's core guided reading instruction. It is a short-term intervention. It is implemented multiple times a week within a small group setting.	1. Seek administrative approval. 2. Provide professional development for resource teachers involved in implementation and instruction of Leveled Literacy Intervention. 3. Continue to monitor data using the MAP Growth Reading assessment to assure continued efficacy of the program.	$5,400 from the 2018-19 budget	**Approved.** Matching interventions and related materials to student needs will provide the opportunity for maximum student growth improvement.

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Melissa Tungate

Level: High School

Area: English Language Arts

Date: November 26, 2018

Curriculum Recommendation

Offer AP Literature and Language as two separate yearlong courses in the senior year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. The AP Literature and Language courses have historically been combined into one course offering with a focus on Literature in the first semester and Language in the second semester. However, AP recognizes them as two separate courses. A study of local school districts reveals that USC is the only district that offers these courses combined as one. 2. The curriculum for these courses is demanding, and by dividing the courses into two separate offerings, students will be able to move at a more comfortable pace, allowing for more in-depth reflection. 3. By offering these courses as two separate options for students, they may be able to make a course selection that more closely aligns with their needs and interests. The AP Language course is nonfiction, and the AP Literature course centers on fiction.	1. Seek administrative approval. 2. Update Program of Studies to reflect the change for offerings for the 2019-2020 school year. 3. Continue to work to divide and/or create curriculum for both courses. 4. Draft a follow-up curriculum recommendation for the spring process.		**Approved.** This change increases students' opportunities to make interest-based choices in a required area of study.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Shannon Dominick and Andrew Lucas

Level: Elementary

Area: Mathematics

Date: October 10, 2018

Curriculum Recommendation

Update the *Guidelines for Meeting Individual Needs* document to synthesize information about the accelerated math testing guidelines, process, and criteria at the elementary level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Since the current accelerated placement criteria was originally written, both the USC elementary math curriculum and the placement tests have shifted in response to the increased demands of the Pennsylvania Core Standards. 2. In addition to identifying the mathematical skills expected at each grade level, the PA Core Standards strongly emphasize 8 Mathematical Practices. These practices focus on student development of process skills such as problem solving, critical thinking, attending to precision, and critiquing the reasoning of others. As a result, the acceleration assessments needed to embed these skills as well, rather than just assess procedural knowledge.	1. Administrative approval. 2. Update all documents related to the elementary math curriculum that may contain information about math acceleration. These will now include a reference to the *Guidelines for Meeting Individual Needs.* 3. Notify teachers at the elementary level about the newest procedures and criteria. Make the principle document available to teachers within Canvas. 4. Implement and follow the procedures and criteria beginning the fall of 2018.	No cost	**Approved.** Assuring appropriate student placement is essential to optimizing student learning.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Shannon Dominick and Andrew Lucas

Level: Elementary

Area: Mathematics

Date: October 10, 2018

Curriculum Recommendation

Update the *Guidelines for Meeting Individual Needs* document to synthesizes information about the accelerated math testing guidelines, process, and criteria at the elementary level. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. The process and criteria for math acceleration at the elementary level should be clearly articulated and uniform across all three elementary buildings. The section on accelerated math testing in a document titled *Guidelines for Meeting Individual Needs* has been updated and revised by the Elementary Math Curriculum Leader and the Elementary Gifted Resource teachers to reflect current practices. The document was then reviewed, edited, and approved by members of the Elementary Curriculum Leaders Team (ECLT). 4. The updated process and criteria for math acceleration at the elementary level is outlined in Appendix A: Elementary School Mathematics - Accelerated Placement Process and Criteria. 5. The *Guidelines for Meeting Individual Needs (rev. 2018)* will be provided to administration and faculty to assist in all inquiries and testing of potential students.			

Appendix A: Elementary School Mathematics
Accelerated Placement Process and Criteria

Accelerated Math Instruction

A few students (2% - 4% of students at a grade) may demonstrate a need for instruction that is one grade level above the current grade level. These students show a high aptitude for mathematics, are cognitively sophisticated, and conceptually advanced. Below is an overview of the screening process for identifying these students and implementing their advanced instruction.

Guidelines for Accelerated Instruction – Grades 1, 2, 3

- Screening will occur only in May and June of the year prior to acceleration.
- Students in first, second, third, and fourth grade are eligible.
- Kindergarten students are not eligible for the acceleration screening.
- All gifted students will be tested for acceleration unless there is a parental request to decline the testing process or other extenuating circumstances.
- New second through fourth grade students, whose school records indicate they were accelerated in their previous school, will be considered for the USC acceleration screening process and will be assessed in the same manner outlined below.
- Students will only be allowed one opportunity to take each test. If a student does not qualify for acceleration in the May-June window, they may not be reassessed in the fall. However, students are eligible to go through the screening process again during the following year's May-June window.
- Two-year acceleration opportunities will begin at the middle school level.

Identification Procedure - Grade 4

Students demonstrate mastery (80%) on the Boyce Middle School 5th Grade End of Level Assessment.

Implementation Procedure for Accelerated Instruction, Fourth Level

Refer to Boyce Middle School *Math Acceleration Procedures*.

Appendix A: Elementary School Mathematics
Accelerated Placement Process and Criteria

Two-Year Acceleration

The screening process for two-year acceleration opportunities begin at the middle school level.

Implementation Procedure/Accelerated Instruction - Grades 1, 2, and 3

The above grade level classroom teachers provide instruction.

Implementation Procedure/Accelerated Instruction – Grade 4

The Enrichment Resource Teacher provides fifth grade above level instruction.

Identification, Procedures, and Criteria for Acceleration – Grades 1, 2, and 3

The Enrichment Resource Teacher (ERT) collects student information, makes necessary contacts, and administers assessments.

1. Identification of Potential Students

- The ERT will meet with PLC teams to determine potential student candidates. This recommendation will be based on the student's participation in enrichment, class performance, mathematical thinking skills, and the teacher's general belief that the child would thrive in the accelerated class. Learner traits may also include:
    - quantitative reasoning ability
    - fluid use of complex problem-solving strategies
    - strong computation/mental math skills
    - rapid rate of acquisition of new material
    - social maturity
    - independent work habits
- A parent may also submit a written request that their child be included in the acceleration screening process that takes place in May - June window of each school year.

2. Parent Contact

- The ERT will send parents the accelerated math permission form that asks for written permission to opt their child in or out of the accelerated screening process.

3. Gather achievement data from all prior years

- Data can include, but is not limited to, achievement tests, standardized tests, and current curriculum-based pretests and posttests.

4. Administer *School and College Ability Test* (SCAT)

- SCAT will be administered with fidelity as the first tier of acceleration screening.
- The Johns Hopkins SCAT Administration Manual scoring guidelines will be used, with a passing score of 90th percentile. (John Hopkins University Center for Talented Youth)
- If a student meets or exceeds SCAT requirement, then the student may move on to the next phase of the screening process.
- If a student does not meet or exceed the SCAT requirement, parents will be contacted by email, informed that the screening process has concluded, and that the student will not be accelerated in math for the upcoming year. Students may go through the screening process in the following year's May-June window.

5. Curriculum Based Assessment:

- The second tier of the screening process is to take the Curriculum Based Assessment (CBA) for the grade level trying to be skipped.
- The CBA is a 100-question assessment that proportionally measures the content standards in each of the math domains of the grade level to be skipped.
- Students who meet or exceed a cumulative score of 85% on the CBA will be considered passing.
- If a student does not meet or exceed the CBA requirement, parents will be contacted by email, informed that the screening process has concluded, and that the student will not be accelerated in math for the upcoming year. Parents may request a subtest (by domain) score breakdown.
- For students new to the district, the CBA will comprise all of the posttests of topics that will be skipped. A cumulative score of 85% is considered passing.

6. Determination of Eligibility

- The final decision for placement in the accelerated program will be made by the Enrichment Resource Teacher and the Elementary School Principal.
- Parents of those students who meet all requirements and are to be recommended for acceleration will be notified and must sign a consent form stating that they approve of their child's placement in the accelerated program. If a student score is below mastery on a subtest, independent work will be provided and should be completed over the summer.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Shannon Dominick and Andrew Lucas

Level: Elementary and Middle

Area: Mathematics

Date: December 11, 2018

Curriculum Recommendation

Research core mathematics programs at the elementary and middle school level.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. enVisionMATH 2012 Common Core edition (Pearson) is the core mathematics program used in grades 2 through 6. When the program was purchased in 2012 it was done so with a 6-year license. The license expired during the 2018-2019 school year resulting in the need to explore renewal of this series or explore other viable options. 2. Beginning in the fall of 2018, Pearson discontinued supporting their software platform, SuccessNet. The eventual termination of this platform will prevent teachers and students to access math resource materials, online interactive features, and online assessments. 3. An elementary and middle school work study group will be formed to research the current enVisionMATH 2020 Common Core edition as well as other potential math programs. 4. The work study groups will research program features including, but not limited to, alignment to the PA Core Standards, focus and coherence, level of rigor and application of math skills, integration of the Mathematical Practices, and usability.	1. Administrative approval. 2. Work study groups will determine the potential programs to research. These may include, but are not limited to, the following programs: a. *enVisionMATH 2020*, Pearson, 2020 Edition b. *Bridges*; The Math Learning Center, 2015 Edition c. *Eureka Math*; Great Minds, 2015 Edition d. *My Math*; McGraw-Hill, 2017 Edition 3. Work study groups at each level will put forth a recommendation of adoption to their respective math committees. 4. The work study group and Math Curriculum Committee will determine a final recommendation for adoption. 5. Professional development on the new series will begin in the summer of 2019.	Potential teachers substitute costs to pull teachers for study and review.	**Approved.** It is critical to give careful consideration to finding the most relevant and adaptable resources that strongly align with our curriculum.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Shannon Dominick and Andrew Lucas

Level: Elementary and Middle

Area: Mathematics

Date: December 11, 2018

Curriculum Recommendation

Research core mathematics programs at the elementary and middle school level. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. Since the current math series will no longer be available for use during the 2019-2020 school year, the math committees in collaboration with the work study groups will recommend a series adoption to begin in 2019.			

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Steve Miller

Level: High School

Area: Mathematics

Date: November 26, 2018

Curriculum Recommendation

Offer and develop the new IB Mathematics: Analysis and Approaches SL and HL courses over the next two school years, eliminating the current IB Math courses and Advanced Math Topics.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. IB is finalizing the development of their new mathematics courses to be taught beginning in the fall of 2019. This development will complete in February 2019. IB will be eliminating all current math courses after next year. 2. The curriculum for Advanced Math Topics was specifically designed to fulfill the IB curriculum requirements for the current IB Mathematics Higher Level course. The requirements for the new courses are not compatible with Advanced Math Topics, so the purpose for this course as it is written will no longer apply after the 2019-20 school year. 3. In anticipation of the changes to the IB curriculum, we added a College in High School Linear Algebra course through the University of Pittsburgh to serve those non-IB students who would typically enroll in Advanced Math Topics.	1. Seek administrative approval. 2. Update the Program of Studies to add the new year 1 SL and HL courses and eliminate the current year 1 courses. 3. Provide IB training for two teachers. 4. Develop the year 1 SL and HL courses for Fall 2019. 5. Update the Program of Studies next year to add the new year 2 SL and HL courses and eliminate the current year 2 courses as well as Advanced Math Topics. 6. Develop the year 2 SL and HL courses for Fall 2020.	Conference costs for two teachers 30 hours x 2 teachers x $30.20 = $1812 30 hours x 2 teachers x $30.20 = $1812	**Approved.** The series of changes represented in this recommendation are well-coordinated and will result in enhanced mathematics programming.

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner and Josh Tobin

Level: High School

Area: Social Studies

Date: November 26, 2018

Curriculum Recommendation

Pilot a course for all 9th grade social studies students (enrolled in academic, MYP, honors, MYP honors) called S*haping the Modern World 1: Regions/Systems* during the 2019-2020 school year.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. As a component of previous curriculum recommendations (beginning in the spring of 2016) to "Design and implement a skill and competency-based social studies framework" for USCSD students in grades 5-11, this course is the first in a planned roll out of three new core social studies courses at the high school level. The long-term goal is to pilot "Shaping the Modern World 2: Waves of Global Change" for 10th grade students in 2020-2021 and "Civic Engagement Capstone" for 11th grade students in 2021-2022. 2. -Shaping the Modern World 1 reimagines our current one-semester 9th grade World Geography course by providing students with a more in-depth, year-long exploration of major world regions and interconnected systems.	1. Seek administrative approval. 2. Update the Program of Studies to reflect the course offering for the 2019-2020 school year. 3. Present a recommendation in the spring for the course's core text and supplemental resources. 4. Provide PLC/department meeting time this spring, along with summer workshop time for teachers. 5. Collaborate with colleagues from other disciplines (e.g ELA and World Language) to determine areas of overlap and potential interdisciplinary learning experiences. 6. Plan for additional curriculum recommendations for subsequent "redesign" courses in 10th and 11th grade.	$2,718* (3 teachers X 30 Change of Assignment hours at $30.20)	**Approved.** This recommend-ation represents significant research and development and will allow for the provision of important, relevant, and practical content while promoting lifelong civic engagement.

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner and Josh Tobin

Level: High School

Area: Social Studies

Date: November 26, 2018

Curriculum Recommendation

Pilot a course for all 9th grade social studies students (enrolled in academic, MYP, honors, MYP honors) called "Shaping the Modern World 1: Regions/Systems" during the 2019-2020 school year. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. In order to reach the mission of our USCSD social studies redesign to develop "civically engaged students" who "take an empowered role in their world," our students must know and understand the people, places, and cultures around them. Four essential questions will be addressed: • Who are the people of each region? • Why are the people of each region who they are? • How is each region interconnected? • What are the modern challenges of this region? 4. Shaping the Modern World 1 is built on the multi-disciplinary approach of the C3 Framework, the curricular model of National Council for the Social Studies (NCSS). Students will explore the culture, physical geography, politics, and economics of each world region.			

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner and Josh Tobin

Level: High School

Area: Social Studies

Date: November 26, 2018

Curriculum Recommendation

Pilot a course for all 9th grade social studies students (enrolled in academic, MYP, honors, MYP honors) called "Shaping the Modern World 1: Regions/Systems" during the 2019-2020 school year. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. This course intentionally builds on the content and skills USCSD students learn in 8th grade, providing for a more seamless transition to the high school. During their first unit in 9th grade, students will continue their prior investigation of U.S. history through an integrated study of the U.S. post-1945, literally picking up where they left off. In addition, the newly designed approach in the 8th grade course will compare and contrast events through an international lens, providing students with more focused practice in perspective-taking, which is the essence of Shaping the Modern World 1. 6. The course will also act as a prerequisite for Shaping the Modern World 2: Waves of Global Change (10th grade) in 2020-2021 by equipping students with an understanding of the unique modern issues facing each region of the world. This understanding will enable them to develop a deeper knowledge of human history and the enduring issues of civilizations.			

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

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Doug Kirchner and Josh Tobin

Level: High School

Area: Social Studies

Date: November 26, 2018

Curriculum Recommendation

Pilot a course for all 9th grade social studies students (enrolled in academic, MYP, honors, MYP honors) called "Shaping the Modern World 1: Regions/Systems" during the 2019-2020 school year. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
7. Creating a year-long, inquiry-based course will open up opportunities for new and improved cross-curricular collaboration among social studies, ELA, World Language, and other disciplines. 8. Project-based learning (PBL) will thus serve as a focal point of the course. For instance, when studying Europe, students will confront the driving question, "How might we make the European Union (EU) a sustainable institution?" This PBL will culminate in a public product requiring students to present their proposals at a mock-European Parliament.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Angela Tena

Level: Middle School

Area: World Languages

Date: November 8, 2018

Curriculum Recommendation

Create and implement a middle school World Language curriculum based on current models of proficiency-based instruction and language acquisition through the use of Comprehensible Input practices.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. In order to keep pace with the most current pedagogy and best practices in World Language education, the Middle School curriculum should be revisited to ensure a path to second language proficiency. 2. Our nation recognizes that it needs to develop multilingual speakers to remain competitive through the next generation. The Commission on Language Learning, requested by a bipartisan group of congressmen, concludes in part that: • 'Proficiency in English is not sufficient to meet the nation's needs in a shrinking world' • The nation is in need of 'a goal of valuing language education as a persistent national need similar to education in math or English, and to ensure reaching proficiency is within every student's reach.' • 'The Commission recommends ways to organize existing resources so that we can teach more Americans to speak more languages at an earlier age.'	1. Present the recommendation for approval. 2. Consider what we have done so far: a. Explored and presented extensive research b. Discussed examples of the theory in practice c. Determined that we are proficiency based d. Determined that this would be a big change but could be a great change in terms of a proficiency-based model e. Acknowledged concerns and differences of opinion in making this change f. Agreed that we are all about promoting good second language acquisition over 'numbers' in each language area 3. Continue to research and study best practices. 4. Discuss/recommend pilots for the 2018-2019 school year. a. Determine who the pilot teachers will be. b. Structure the pilots to assure smooth transitions between teachers and grade levels c. Research supplies and curricular models for purchase that can be adapted for use in the USC programs.	Substitute Days, 1 per semester for teachers to determine pilot details Conference cost (varied) for pilot teachers	**Approved.** Exploring instructional approaches that can enhance students' abilities to deeply learn and retain a second language at high proficiency levels is commendable.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Angela Tena

Level: Middle School

Area: World Languages

Date: November 8, 2018

Curriculum Recommendation

Create and implement a middle school World Language curriculum based on current models of proficiency-based instruction and language acquisition through the use of Comprehensible Input practices. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
3. Effective instruction for lasting acquisition uses rich language that students can understand from the first day (Comprehensible Input) for meaningful, engaging communication. Traditional models have not been shown to produce lasting language proficiency for the majority of learners. CI methodology promotes speaking IN the language rather than ABOUT it, also supported in ACTFL's recommendation that 'educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time'. 4. The American Council on the Teaching of Foreign Languages (ACTFL) has updated National Standards, grounded in Performance Descriptors for Language Learners, and organized according to: • Three Ranges of Performance (Novice Range, Intermediate Range, Advanced Range) • 3 Modes of Communication (Interpersonal, Interpretive and Presentational) • Performance Domains (How well the learner is able to understand and be understood within various parameters)	5. Provide professional development through workshop attendance either online or in person and/or during department meetings and staff development days. Provide professional development time as needed for collaboration and development of program model. 6. Recognize that this will be a multi-year process in which the department will work together towards implementation.		

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Angie Tena

Level: Middle School

Area: World Languages

Date: November 8, 2018

Curriculum Recommendation

Create and implement a middle school World Language curriculum based on current models of proficiency-based instruction and language acquisition through the use of Comprehensible Input practices. *(continued)*

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
5. ACTFL standards focus on proficiency-based instruction rather than explicit grammar instruction and encourage maximum use of the target language through comprehensible input and the development of spontaneous use of the language rather than rote memorization. A model grounded in proficiency-based assessments and comprehensible listening/reading input will allow for a unique and customized curriculum that more specifically meets the needs of USC students. 6. AP Exams were redesigned in 2011 to reflect the ACTFL Modes of Communication and themes. IB Diploma testing is also grounded in proficiency models. A focus on proficiency in the middle years will guide students to higher levels of success at the high school level. 7. There is agreement in the District that this is an approach to be considered, studied, piloted, and potentially adopted.			

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Angela Tena, Erin Lemon, Kristin Weaver, Maria Marchionna

Level: Middle School

Area: World Languages

Date: November 8, 2018

Curriculum Recommendation

Revise the current eighth grade cumulative proficiency test to an authentic interpersonal proficiency-based assessment *(Can Do Café)*.

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
1. Our national professional organization, ACTFL (American Council for the Teaching of Foreign Languages), identifies three modes of communication: interpersonal, interpretive, and presentational. In order to deliver proficiency-based instruction and assessments, all three modes should be practiced and tested in the world language classroom. Research-based best practices emphasize understanding and communicating a message, regardless of whether or not grammatical errors are present. This is contrary to previous methods of language instruction that stressed grammar exercises and memorization of vocabulary, phrases, and grammar rules. ACTFL has developed "Can Do" Proficiency Benchmarks as a tool for teachers and students to assess and monitor progress along the proficiency scale (Novice, Intermediate, Advanced).	1. Administrative Approval. 2. Further examination and evaluation of current proficiency-based assessments and activities to align with curricular thematic units. 3. Further research and development of appropriate interpersonal proficiency-based rubrics, guidelines, and prompts, based on the findings of 2018 summer workshop • Can Do Café Teacher Rubric • Can Do Café Student Evaluator Rubric • Thematic Prompts & Images 4. Determination of logistics (location, student:student ratio, scheduling, necessary supplies, etc.) of the Can Do Café 5. If approved, reflection upon and revision of the event, rubrics, and/or prompts to meet the needs of students more effectively	Substitute day for additional development Substitute day for reflection and revision	**Approved.** Measuring language acquisition in an authentic and proficiency - based manner will provide valuable information on student learning and will be useful in informing District programming.

UPPER ST. CLAIR SCHOOL DISTRICT
FAST TRACK CURRICULUM RECOMMENDATION FOR 2018-2019

Customizing Learning, Nurturing Potential... Delivering Excellence

Name: Angela Tena, Erin Lemon, Kristin Weaver, Maria Marchionna

Level: Middle School

Area: World Languages

Date: November 8, 2018

Curriculum Recommendation

Revise the current eighth grade cumulative proficiency test to an authentic interpersonal proficiency-based assessment *(Can Do Café)*.
(continued)

Reason(s) for Recommendation	Implementation Steps	Cost	Administrative Reaction
2. The summer workshop yielded findings that the current test relied heavily on rote memorization, which is not best practice for language learning, and that proficiency-based assessments are more authentic and produce better language speakers. In addition, a proficiency-based rubric that focuses on comprehension and speaking lowers the affective filter in students, so that they feel more comfortable using the target language. The prior assessment focused on memorization and accuracy of the language, rather than communication. 3. The "Can Do Café" serves as a lower-stress, interpersonal, proficiency-based evaluation, which focuses on the student's ability to communicate with peer sympathetic listeners from the high school. This format was chosen to mimic an authentic conversational experience. In addition to assessing students' current proficiency level, peer evaluators will provide meaningful feedback. The high school world language department measures student progress through the advancement of proficiency. It is vital that students have an opportunity to practice their interpersonal communication and informally know where they stand on the proficiency scale.			