

Upper St. Clair School District
Spring 2025
Curriculum Recommendations
June 2, 2025



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.

Counseling

Adopt the Sophomore Career Program for all 10th-grade students in the 2025-26 school year.



RECOMMENDATION:

Approve the Sophomore Career Program for all 10th-grade students in the 2025-26 school year.

| | | | |
|-----------------------------------|------------------------------|------------------------------------|---|
| Name: Dr. Jennifer Kirk | Level: High School | Subject Area: Counseling | Curriculum Recommendation Period: Spring 2025 |
|-----------------------------------|------------------------------|------------------------------------|---|

Reason(s) for Recommendation

1. In 2006, the Pennsylvania State Board of Education established the state Academic Standards for Career Education and Work (CEW standards, part of 22 Pa. Code Chapter 4) and made the standards required education for all students in Pennsylvania. The Career Readiness Indicator recognizes efforts to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success. By the end of grade 11, the school will implement students' individualized career plans through ongoing development of a career portfolio and participation in career preparation activities aligned to the CEW standards (please note that new CEW Standards will be rolled out for the 2026-2027 school year).
2. Beginning in the 2017-18 school year, school entities began reporting student-level data for the Career Readiness Indicator in the Pennsylvania Information Management System (PIMS). This document provides guidance for evidence collection, monitoring, and reporting students for this measure.
3. All USCHS 9th-grade students currently participate in Freshman Seminar with a curriculum including fulfillment of 9th-grade Career and Education Work Standards graduation requirements. Students engage in classroom instruction and guided support to complete the 9th-grade CEW requirements. Similarly, 10th-grade students would benefit from classroom instruction and guided support in completing their 10th-grade CEW requirements. This framework creates a sustainable structure to ensure best practice in service delivery.
4. In the 2024-25 school year, the high school counselors piloted a Sophomore Career Program that engaged 100% of sophomore students in classroom lessons, career inventories, and reflections, and 1:1 meetings between students and school counselors.
5. It is important to ensure a cohesive continuum of developmentally appropriate experiences in the Career and Education Work Standards delivery.

Implementation Steps

1. Seek administrative approval.
2. Update the description and add to the Program of Studies, Canvas page, and counseling website.

Cost

Administrative Reaction

Approved. Helping students explore all of the important considerations in selecting a career path is worthy of this time and effort.

1 Year in Review

Pilot a Postsecondary College Planning and Career Readiness Program for all 11th-grade students in the 25-26 school year.



RECOMMENDATION:

Pilot a Postsecondary College Planning and Career Readiness Program for all 11th-grade students in the 25-26 school year.

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|-----------------------------------|------------------------------|------------------------------------|---|
| Name: Dr. Jennifer Kirk | Level: High School | Subject Area: Counseling | Curriculum Recommendation Period: Spring 2025 |
|-----------------------------------|------------------------------|------------------------------------|---|

Reason(s) for Recommendation

1. In 2006, the Pennsylvania State Board of Education established the state Academic Standards for Career Education and Work (CEW standards, part of 22 Pa. Code Chapter 4) and made the standards required education for all students in Pennsylvania. The Career Readiness Indicator recognizes efforts to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success. By the end of grade 11, the school will implement students' individualized career plans through the ongoing development of a career portfolio and participation in career preparation activities aligned to the CEW standards (please note that new CEW Standards will be rolled out for the 2026-2027 school year).
2. Beginning in the 2017-18 school year, school entities began reporting student-level data for the Career Readiness Indicator in the Pennsylvania Information Management System (PIMS). This document provides guidance for evidence collection, monitoring, and reporting students for this measure.
3. All USCHS 9th-grade students currently participate in Freshman Seminar with a curriculum including fulfillment of 9th-grade Career and Education Work Standards graduation requirements. Students engage in classroom instruction and guided support to complete the 9th-grade CEW requirements. Similarly, 10th-grade students participate in the Sophomore Career Program; this includes classroom instruction and guided support in completing their 10th-grade CEW requirements. This framework creates a sustainable structure to ensure best practices in service delivery.
4. It is important to ensure a cohesive continuum of developmentally appropriate experiences in the Career and Education Work Standards delivery.

Implementation Steps

1. Seek administrative approval.
2. Collaborate with HSLT on scheduling a College Planning and Career Readiness Program Program; within the school day and timeline. Further, work to identify classroom instruction time and/or identify Academic Resource Time.
3. Write a description and add it to the Program of Studies.
4. Provide summer workshop time for counselors to reimagine the curriculum.

Cost

1. Summer workshop time for school counselors to re-imagine and develop curriculum. 3 school counselors x 18 hours x \$36.33 = \$1961.82

Administrative Reaction

Approved. This is a great addition to the sequence of experiences provided in the ninth and tenth grades and will provide a strong continuum of career exploration opportunities for students.

1 Year in Review

Transition from Naviance college and career software to MaiaLearning College Planning and Career Readiness Platform.



RECOMMENDATION:

Transition from Naviance college and career software to MaiaLearning College Planning and Career Readiness Platform.

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|-----------------------------------|------------------------------|------------------------------------|---|
| Name: Dr. Jennifer Kirk | Level: High School | Subject Area: Counseling | Curriculum Recommendation Period: Spring 2025 |
|-----------------------------------|------------------------------|------------------------------------|---|

Reason(s) for Recommendation

1. Platforms such as MaiaLearning/Naviance provide high school students with college and career planning support. They offer tools for researching postsecondary programs and schools, tracking application deadlines, exploring career interests, building résumés, and managing letters of recommendation. These platforms also help students align their academic goals with future career paths through assessments and personalized guidance.
2. The interface and capabilities, along with tech support from Naviance, have not evolved as needed over the past several years. As part of the 2024 summer work in response to the Sophomore Career Program Pilot, several college and career platforms were explored. This exploration included several presentations and access to demo accounts for school counselors, administrative support, tech, teachers, and students. It was determined overwhelmingly that MaiaLearning best met the needs of our students and program.
3. MaiaLearning provides high-quality support and functionality as noted below.
 - a. The evidence-based programming positions the school counselors to effectively deliver programming and services to support students in their college and career journeys. This includes classroom presentations in Freshman Seminar and the Sophomore Career Program, and large group presentations to all students.
 - b. The student Self-Reported Academic Record (SRAR) has been used increasingly at 4-year colleges and universities. Traditionally, students must manually enter their academic records. MaiaLearning connects with the SRAR and removes this barrier.
 - c. The Discover Essays page shows essay topics associated with universities on a student's application list. Students see Common App topics, university-required and optional essay topics, and word count limits. Where there are several topic choices for a school, the program allows students to select the prompts they want, and these can be viewed by school counselors.
 - d. The annual support contract includes unlimited web-based training, during both onboarding and throughout the partnership, with a 1-hour response time on help tickets.
 - e. The MaiaLearning program offers a cost-effective solution for college and career readiness by consolidating multiple guidance functions into a single, intuitive platform. Its comprehensive suite of tools streamlines school counselor workflows and lowers overall institutional costs. With its scalability and user-friendly design, MaiaLearning provides strong value.

Implementation Steps

1. Seek administrative approval.
2. Work with MaiaLearning staff, school counselors, administrative support personnel, and the technology department to migrate historical data from Naviance to MaiaLearning for rising grades 9-11.
3. Update the Program of Studies, Counseling website, and Canvas pages to reflect changes.
4. Provide summer workshop time for school counselors to migrate data and update programming on the platform.

Cost

1. Naviance (for seniors graduating in 2026) - \$4335.86
2. MaiaLearning (for 9th-11th grade students in the 25-26 school year) - \$9895.00
3. Summer workshop time for school counselors to transfer programming. 4 school counselors x 18 hours x \$36.33 = \$2,615.76

Administrative Reaction

Approved. Providing students with improved systems to assist with career planning is commendable.

1 Year in Review

English Language Arts

Reading Study for Middle Level 5-8



RECOMMENDATION:

Study and revise the current reading supports provided to students in the area of English Language Arts, specifically reading, for those students performing below expectations.

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| Name: Dr. Rachel Andler, Dr. Dan O'Rourke, Ms. Erin Stehle | Level: Middle School | Subject Area: Special Education / ELA | Curriculum Recommendation Period: Spring 2025 |
|--|--------------------------------|---|---|

Reason(s) for Recommendation

1. It has been 15 years since the adoption of the PA Core Standards. As with any standards shift, it took years of careful study and development to achieve full implementation. Our PSSA scores indicate that our core curriculum has been effective in supporting student achievement of these standards. Throughout this time, consistent support has been provided for students requiring additional help to meet the standards. In addition, research and programming related to remediation for middle school students have continued to evolve, making this a prime opportunity to examine our current practices and refresh our approach to remedial programming. It has been several years since we have systematically examined our support practices; it is timely to do so.
2. The philosophy of the District is to provide significant reading support services at the elementary level and remediate students experiencing difficulty as early as possible. While this approach remains in practice, the increasing complexity of today's middle school learners continues to affect their reading growth and achievement. A range of factors, such as attention challenges, the impact of COVID-19, anxiety, and learning needs, can and have a significant influence on students' acquisition of skills and their progress. By the time students reach fifth grade, the gap between struggling readers and their peers has either narrowed or widened. Without continued, effective intervention, this gap can have a substantially negative impact on students' future academic success.
3. Students who experience reading difficulties cannot be placed into a single category. Not only do learning challenges vary in severity, from mild to significant, but reading success also depends on a combination of critical skills, including decoding, fluency, comprehension, vocabulary, and background knowledge. Students may demonstrate strengths or weaknesses in some or all of these areas, each requiring different instructional strategies and student groupings. Some students need intensive intervention, while others benefit from more targeted, strategic support. For many, differentiated instruction within the classroom setting is sufficient to meet their needs.

4. Many special education students have IEP goals that focus on reading. Accommodations and instruction are provided by the classroom teacher, the special education teacher, or a combination of both. Some general education students may have similar reading needs, even though they do not qualify for special education services. These students are typically supported by the building reading specialist and their classroom teacher. It is important to examine how we can deliver these services more effectively and efficiently while also making the best use of our specialists' expertise.
5. Differentiation of reading instruction at the middle school level was a significant goal highlighted in the District's recent submission of our Comprehensive Plan to the Pennsylvania Department of Education. This three-year plan will be in effect from 2025-2028. The process for these improvements and enhancements will take place carefully over the next three years.
6. Data is always used to determine student needs and programming. Though significant data analysis has already been completed, this study will include an extensive analysis of data to determine the variety and category of our current students' needs, as well as the level and intensity of intervention that would be most helpful. The data will guide the study and the examination of appropriate programming, selection of materials, and instructional strategies, as well as the use and scheduling of District specialists.

Implementation Steps

1. Create a three-year plan that outlines the steps needed to implement improved practices in classroom differentiation and supplemental support provided by District specialists.
2. Continue the data-analysis process and determine the number of students who fall within the different support categories, and determine how these needs will be addressed both in and outside of the classroom in year one, then progressing and evolving through the subsequent two years based on challenges and successes.
3. Within this plan, specify, develop, and deliver needed teacher training and appropriate resources to be utilized in meeting the needs of these students.

Cost

To be determined during the study and dependent upon resource selections.

Administrative Reaction

Approved. This is a timely and worthy recommendation.

1 Year in Review

Realign core texts for AP English Literature (11)



RECOMMENDATION:

Realign core texts for AP English Literature (11).

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|---------------------------------|------------------------------|-----------------------------|---|
| Name: Melissa Tungate | Level: High School | Subject Area: ELA | Curriculum Recommendation Period: Spring 2025 |
|---------------------------------|------------------------------|-----------------------------|---|

Reason(s) for Recommendation

1. As a result of the approved curriculum recommendation from January 2025 that moves AP English Literature from 12th-grade to 11th-grade, eliminating Honors English 11, the core texts for AP English Literature need to be realigned. All texts listed below have been through the formal approval process at some point in the past. No new texts are being proposed.
2. The AP English Literature 11 course will consist of the following core texts:
 - *Perrine's Structure Sound and Sense 13th edition*, *Frankenstein* by Mary Shelley, *The Great Gatsby* by F. Scott Fitzgerald, *Hamlet* by William Shakespeare, *A Doll's House* by Henrik Ibsen, and/or *Our Town* by Thornton Wilder

Implementation Steps

1. Seek administrative approval.
2. Revise/update units to align with College Board standards.
3. Update Rubicon Atlas.
4. Begin teaching the newly aligned texts in the 2025-2026 school year.

Cost

Summer workshop for up to 1 teacher x 18 hours (\$36.33 per hour)= \$653.94

Administrative Reaction

Approved. These texts should provide students with a comprehensive literature experience.

1 Year in Review

English as a Second Language

Adopt Core English Language Development (ELD) Curriculum Resource 7-12



RECOMMENDATION:

Adopt *English 3D (E3D)* curriculum as core curriculum resource for English Language Development content in English Language Arts (ELA) 7-8 and English 9-12 courses, and the ESL Strategies course for ESL students.

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|---|--|-------------------------------------|---|
| Name: Dr. Lauren Madia, Ms. Erin Succar | Level: Middle School / High School | Subject Area: Other (ESL) | Curriculum Recommendation Period: Spring 2025 |
|---|--|-------------------------------------|---|

Reason(s) for Recommendation

1. The population of English Learners (ELs) in grades 7-12 has increased from 10 in 2019-2020 to 29 in 2024-2025. The range of incoming English Proficiency levels has grown to include students who are true newcomers to students who will likely gain proficiency in one school year.
2. The current English Language Development curriculum includes the Upper St. Clair standard English curriculum with supplemental resources to provide differentiation for English Learners.
3. While some supplemental resources are used for differentiation by proficiency level, there is currently no specific core curricular resource for explicit language instruction.
4. Changes in scheduling 7-12 have allowed for ELD courses to be more specifically assigned based on proficiency level, with newcomers and early proficiency stages in their own class.
5. Long-term English Learners (those who will require 4+ years of ELD instruction to gain proficiency) need explicit language frames for argumentation, analysis, and academic vocabulary, which are provided in this resource.
6. Additionally, the ESL Strategies course has historically not had a specific adopted core curricular resource, relying more on supplemental resources obtained through the Title III grant. Annual Title III program grant funds cannot be utilized for core curriculum purchases.
7. [English 3D by Harcourt Houghton Mifflin](#) is an explicit and interactive curriculum that enables English learners to acquire the language skills necessary for academic success across content areas in a gradual release model. Its comprehensive scope and sequence will meet the needs of a wide range of English learners. It will promote a seamless transition from English Language Development-specific instruction to the USC grade-level ELA coursework.
8. *English 3D* is aligned to national [WIDA Standards](#), which serve as the basis in Pennsylvania for eligibility and reclassification of English learner status.

9. This recommendation is specifically to obtain digital instructor materials and physical student workbooks, although web-based student licenses are available if needed/wanted in the future.

Implementation Steps

1. Seek administrative approval.
2. Purchase curricular resources.
3. Provide professional development time for ESL teachers (FLEX and paid summer workshop hours).
4. Plan interdisciplinary collaboration (via PLCs, teacher consultation, and student need meetings) based on student/staff needs to enable consistent differentiation/expectations across content areas.

Cost

1. Curriculum resources (Teaching materials - \$1315; Student materials - \$1140; Shipping - approx. \$300) - Total \$2900
2. Summer workshop hours (12 hours x \$36.33 = \$435.96)

Administrative Reaction

Approved. This resource will enable solid learning experiences and differentiation for the diverse range of student needs.

1 Year in Review

Mathematics

IXL Math Pilot for Fort Couch Students



RECOMMENDATION:

Pilot the IXL Math Program with all Fort Couch students as a resource for customizing and enriching instruction and assessment.

| | | | |
|------------------------------|--------------------------------|------------------------------|---|
| Name: Andrew Lucas | Level: Middle School | Subject Area: Math | Curriculum Recommendation Period: Spring 2025 |
|------------------------------|--------------------------------|------------------------------|---|

Reason(s) for Recommendation

1. In 2016, a pilot was conducted of the Buzzmath program for 6th-grade math to provide additional practice for students, chances to explore mathematical concepts individually, and to provide reteaching opportunities for struggling learners. Part of the study was to determine if this program would work well for other grade levels. While the program was adopted for 6th grade in 2017, it was determined that the available content in grade levels other than 6th was not sufficient to meet our needs. In the years since, Sumdog has been utilized for 5th grade. Many other programs have been tested for 7th and 8th grade, but none have been found suitable. Programs explored include ALEKS, MAP Accelerator, Ten Marks, and Get More Math.
2. For the past five years, the IXL math program has been used in the middle school Algebra Part A course and at the high school and has shown marked improvements in the interface and available content since it was first piloted in 2016. Michelle Senneway, who formerly taught the Part A course, has been able to demonstrate these improvements as well as some of the product's assessment and data collection capabilities with the Fort Couch math teachers.
3. Utilizing a program like IXL would support our teachers and students in three broad categories: additional practice and spiral review for all students, enrichment and chances to explore content for students with high rates of acquisition, and second-chance learning opportunities for students who need reteaching or reassessing.
4. The IXL program contains an impressively large database of both instructional content and assessment. Teachers are able to assign content either individually or as a class, so the potential for customization exists. This program could help students with tasks such as preparing for tests and quizzes, reviewing content from previous chapters (spiral review), and practicing concepts to help gain confidence.
5. The IXL program allows students to progress at their own pace to master content both within the grade level and to explore content in later courses. While this would not be sufficient practice to help students accelerate, it would allow students to grow their excitement and interest in mathematics if they so choose. Since it can be accessed from home, teachers and parents could partner together to provide recommended topics for students to explore.
6. Finally, the IXL program could assist our teachers by providing them with content for reteaching when a student does not demonstrate mastery on an assessment. This is currently an important but labor-intensive task. Through this pilot, teachers would be able to curate content specific to our assessments that could be given to students as additional review to help them prepare for a reassessment.

7. The program will be piloted for one year before potentially adopting it to explore the potential benefits of the program and to gauge student engagement with the product content.

Implementation Steps

1. Seek administrative approval.
2. Provide training time for all Fort Couch teachers over the summer to be trained in the use of the IXL program.
3. Provide summer project work time to identify and develop points throughout the scope and sequence of our curriculum for utilizing IXL for enrichment, reteaching, and extra practice.
4. Provide time in curriculum meetings and PLC meetings for teachers to share best practices and to develop new content using the IXL program.
5. Determine if IXL should be adopted for Fort Couch at the end of the 2026 school year.

Cost

680 licenses at \$13.25 each = \$9,010

On-Site Initial Training Session = \$2,600

Summer Workshop Time for 6 teachers for 12 hours each at \$36.33 = \$2,615.76

Total cost = \$14,225.76

Administrative Reaction

Approved. Providing opportunities for individualizing instruction and meeting student needs is always a worthy effort.

1 Year in Review

Math 7 Course Adoption



RECOMMENDATION: Adopt the Math 7 Course for recommended 7th-grade students as part of our USC math curriculum.

Name: Andrew
Lucas

Level: Middle School

Subject Area: Math

Curriculum Recommendation Period: Spring
2025

Reason(s) for Recommendation

1. In the spring of 2023, a recommendation was approved to conduct a study of the seventh-grade math curriculum and related assessment data to determine students' readiness to successfully learn algebraic concepts. The study revealed that a small segment of our student population may not be developmentally ready for the comprehensive concepts of the 7th-grade pre-algebra course, specifically in the areas of proportionality and number sense - concepts that are vital for success in Algebra and higher-level math courses. As a result, a further recommendation was made in the spring of 2024 to pilot a Math 7 course.
2. The standard 7th-grade pre-algebra course follows the PA Core Accelerated Math 7 standards with the goal of preparing students to take Algebra 1 in 8th grade. This course includes all the Math 7 standards required by the state, but also includes many 8th-grade standards, many of which are from the Geometry strand, that are separate and distinct from the PA Algebra 1 Core Standards. Consequently, USC's Pre-Algebra course is fast-paced and covers concepts from both the Math 7 and Math 8 PA Core Standards.
3. The new Math 7 course is an on-grade-level option for 7th-grade students that allows them to take Algebra 1 part A in eighth grade and then finish Algebra 1 in 9th grade. It is focused on helping struggling learners form a more positive mathematical self-concept and increased motivation by utilizing educational best practices like mastery-based grading, decreasing the student-teacher ratio, and providing increased time for students to attain mastery of the learning targets.
4. Thirteen students participated in this new course (three of whom transferred in mid-semester) during the 2024-2025 school year. The success of the pilot can be demonstrated with the following data.
 - Benchmark data from the NWEA MAP (Measures of Academic Proficiency) assessment, which is administered to all seventh-grade students, showed that the students in this class exceeded their expected growth projections for the first semester as measured by both percent of projected growth met and conditional growth index. (see Appendix A).
 - An enhancement to data collection for this recommendation was provided by Dr. Brett Slider, the math teacher for this course, who began his dissertation at the University of Pittsburgh, which focused on student attitudes toward mathematics learning. This allowed for the additional collection of attitudinal data along with achievement and growth. All data collection protocols followed IRB requirements as well as District policies and processes. His study utilized pre- and post-interviews and Likert

scale surveys that measured students' motivation in math by focusing on four principal areas: mathematical identity, interest in mathematics, mathematical self-concept, and student self-efficacy. Interview responses and Likert scale results are provided in Appendices B through H.

- Parents provided positive feedback regarding the course and its implementation (Appendix I).

5. Given the significant success, the adoption of this course is recommended.

Implementation Steps

1. Administrative approval
2. Purchase Carnegie Learning Textbooks for next year
3. Review and update the Rubicon-Atlas curriculum.
4. Continue to implement the student recommendation process developed as part of the pilot
5. Continue to use meeting and PLC time to modify the curriculum based on student needs and review of data points from MAP and PSSAs

Cost

30 Carnegie Learning student licenses at \$679.80 each
1 Carnegie Learning Teacher license at \$103

Total = \$782.80

Administrative Reaction

Approved. It is wonderful that this course has been successful in meeting students' needs.

1 Year in Review

A: MAP Achievement and Growth Data

Growth in student achievement on the MAP test was measured through two metrics: percent of projected growth met and conditional growth index. Student growth data from the Math MAP scores from January 2024 to January 2025 was compared with growth in the September 2024 to January 2025 window. The first window includes students' performance in the second semester of 6th-grade math. It was during this semester that students were identified and recommended for Math 7, so their achievement scores during this period were below the 50th percentile. If Math 7 had not been introduced as an intervention, then it would be proper to assume that student growth would continue in a similar trajectory to what it had been prior to 7th grade.

MAP projects that normative growth for all students is, on average, 6 RIT points for each semester. Therefore, in a class of 10 students, the expected projected growth would be 60 total points. If the class grows a total of 54 points, then this class is only collectively growing at 90% of its expected rate. Tables 1 and 2 below find that, for the first semester, the percentage of projected growth achieved was 112.5% in Math 7. This means that the class exceeded the expected growth for this semester (Table 2).

Conditional growth demonstrates a student's growth in terms of standard deviations compared to the mean (average) of growth for all students taking the NWEA MAP assessment. Therefore, conditional growth places RIT growth on a normal curve where a score below 0 represents growth below average, a score of 0 represents average growth, and a score above 0 represents above average growth. In the January 2024 to January 2025 data, this cohort of students has a conditional growth index of -0.96. This means that they were growing at a below-average rate, and, therefore, the achievement gap was widening. However, when examining only the window where the Math 7 intervention was implemented, the conditional growth index rises to 1.04. **Not only does this show that the Math 7 intervention is closing the achievement gap, it also shows that taking Math 7 was a determining factor in helping students to switch from losing ground to gaining ground.**

Table 1

Data table outlining achievement and growth data from the NWEA MAP assessment, Winter 2024 - Winter 2025. Note: Lydia's data set is inconclusive because she missed one testing session over the course of the Winter 2024 - Winter 2025 testing window.

| Student Name | Achievement Status | | | | Growth | | | | | Comparative | |
|--------------|--------------------|------------------|-------------|----------------|--------------------|------------------|-----------------|--------------|------------------------|--------------------------|-------------------------------|
| | Winter 2024 | | Winter 2025 | | Individual Student | | | | | Conditional Growth Index | Conditional Growth Percentile |
| | Start RIT | Start Percentile | End RIT | End Percentile | Projected RIT | Projected Growth | Observed Growth | Growth Index | Met Growth Projection? | | |
| Summer | 223 | 53 | 225 | 52 | 227 | 6 | 4 | -2 | No | -0.3 | 36 |
| Michael | 204 | 18 | 208 | 19 | 210 | 6 | 4 | -2 | No | -0.33 | 37 |
| Aubrey | 208 | 25 | 211 | 23 | 214 | 6 | 3 | -3 | No | -0.48 | 31 |
| Micent | 218 | 42 | 226 | 54 | 222 | 6 | 10 | 4 | Yes | 0.71 | 76 |
| Lisa | 212 | 33 | 212 | 25 | 218 | 6 | 8 | -6 | No | -1 | 16 |
| Lauren | 209 | 26 | 216 | 33 | 215 | 6 | 7 | 1 | Yes | 0.19 | 58 |
| Sharon | 209 | 26 | 220 | 41 | 215 | 6 | 11 | 5 | Yes | 0.87 | 81 |
| Rendall | 203 | 16 | 214 | 29 | 209 | 6 | 11 | 5 | Yes | 0.88 | 81 |
| Asa | 213 | 35 | 219 | 22 | 219 | 6 | -3 | -9 | No | -1.49 | 7 |
| Lydia | | | 225 | 52 | | | | | | | |

| Data Summary | |
|---|------------|
| Percent of Students who Met or Exceeded their Projected RIT Score | 46.43% |
| Percent of Projected Growth Met | 87.50% |
| Students who Met or Exceeded their Projected RIT | 4 out of 9 |
| Median Conditional Growth Percentile | 36 |
| Class Conditional Growth Index | -0.96 |

Table 2

Data table outlining achievement and growth data from the NWEA MAP assessment; Fall 2024 - Winter 2025.

| Student Name | Achievement Status | | | | Growth | | | | | | |
|--------------|--------------------|------------------|-------------|----------------|--------------------|------------------|-----------------|--------------|------------------------|--------------------------|-------------------------------|
| | Fall 2024 | | Winter 2025 | | Individual Student | | | | | Comparative | |
| | Start RIT | Start Percentile | End RIT | End Percentile | Projected RIT | Projected Growth | Observed Growth | Growth Index | Met Growth Projection? | Conditional Growth Index | Conditional Growth Percentile |
| Summer | 226 | 63 | 225 | 52 | 230 | 4 | -1 | | No | -0.89 | 19 |
| Michael | 205 | 19 | 208 | 19 | 209 | 4 | 3 | -1 | No | -0.2 | 42 |
| Aubrey | 207 | 22 | 211 | 23 | 211 | 4 | 4 | 0 | Yes | 0 | 50 |
| Vincent | 227 | 65 | 226 | 54 | 231 | 4 | -1 | -5 | No | -0.89 | 19 |
| Lisa | 202 | 15 | 212 | 25 | 206 | 4 | 10 | 6 | Yes | 1.11 | 87 |
| Lauren | 216 | 40 | 216 | 33 | 220 | 4 | 0 | -4 | No | -0.73 | 23 |
| Sharon | 200 | 12 | 220 | 41 | 204 | 4 | 20 | 16 | Yes | 2.96 | 99 |
| Kendall | 216 | 40 | 214 | 29 | 220 | 4 | -2 | -6 | No | -1.1 | 14 |
| Asa | 209 | 26 | 210 | 22 | 213 | 4 | 1 | -3 | No | -0.56 | 29 |
| Lydia | 214 | 36 | 225 | 52 | 218 | 4 | 11 | 7 | Yes | 1.34 | 91 |

| Data Summary | |
|---|-------------|
| Percent of Students who Met or Exceeded their Projected RIT Score | 40.00% |
| Percent of Projected Growth Met | 112.50% |
| Students who Met or Exceeded their Projected RIT | 4 out of 10 |
| Median Conditional Growth Percentile | 35.5 |
| Class Conditional Growth Index | 1.04 |

B: Math Identity as Measured by Interest in Math-Related Occupations

Interview data responses show a pronounced shift in students' interest in exploring math-related fields after graduation as well as an increase in student understanding that understanding math increases one's enjoyment of it. Table 3 shows student interview responses.

Table 3

Responses from student interviews consist of the math identity component for student academic motivation in mathematics. Question: What do you want to be when you grow up? Do you think you will use the math skills you are learning in our math class when you are grown up?

| Pre-Survey Student Responses | | Post-Survey Student Responses | |
|------------------------------|----------------------|-------------------------------|--|
| Math-Related | Non-Math Related | Math-Related | Non-Math Related |
| Pediatrician | Undecided | Pediatrician | Beauty Stylist |
| Veterinarian | Beauty Stylist | Radiation Technician | Nurse (only if it does not involve math) |
| Architect | Undecided | Architect/Stock Investor | |
| | Artist | Neurosurgeon | |
| | Artist | Information Technology | |
| | Relaxation Therapist | Psychiatrist | |
| | Elementary Teacher | 1st Grade Math Teacher | |
| | | Engineer | |

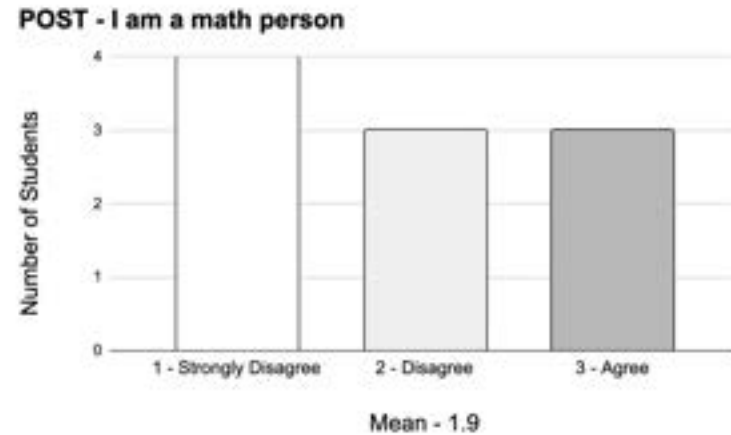
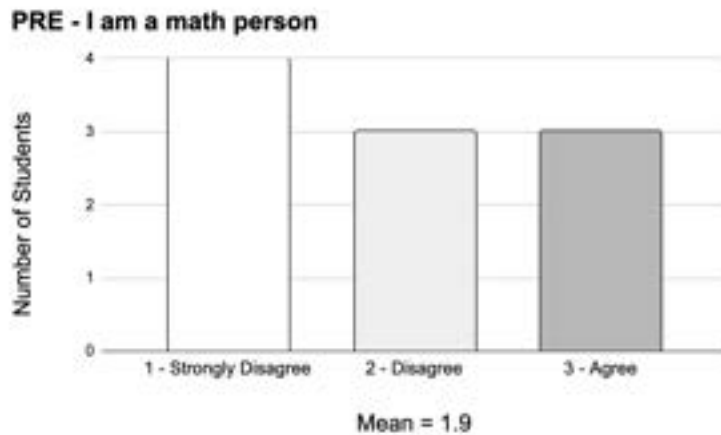
C: Likert Scale Data for Math Identity Survey

In this and all following Likert scale survey results, a response of “1” indicates that the student strongly disagrees with the statement, a response of “2” indicates that they disagree, a response of “3” indicates that they agree with the statement, and a response of “4” indicates that they strongly agree.

Dr. Slider asked students to rate their level of agreement with the statements “I am a math person” and “I am a mathematician”. The composite mean score rose for these questions from 1.7 in the fall to 1.95 in the winter, thus showing an improvement in students' mathematical self-concept in just a few months. Table 4 shows the results of this survey.

Table 4

Responses from the student survey consist of the math identity component for student academic motivation in mathematics. Prompt: I am a math person.



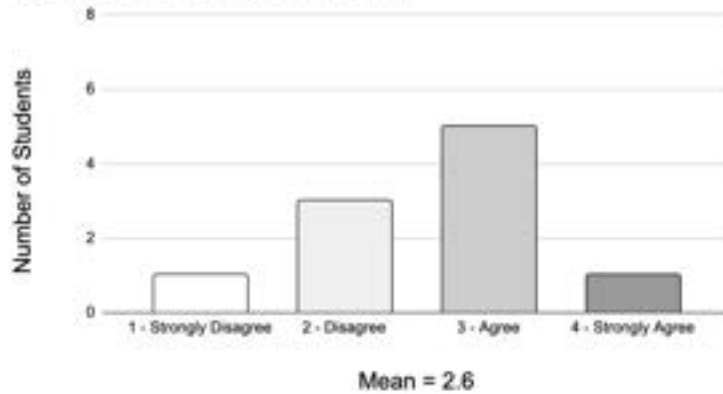
Appendix D: Likert Scale Data on Student Interest in Math

Tables 5 and 6 show that student interest also grew by a composite mean score of 0.05.

Table 5

Responses from student surveys consist of the interest component for student academic motivation in mathematics. Prompt: I like learning about math.

PRE - I like Learning about math



POST - I like Learning about math

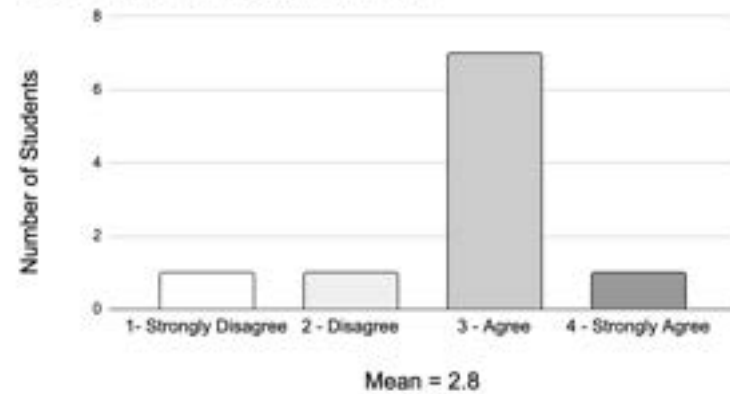
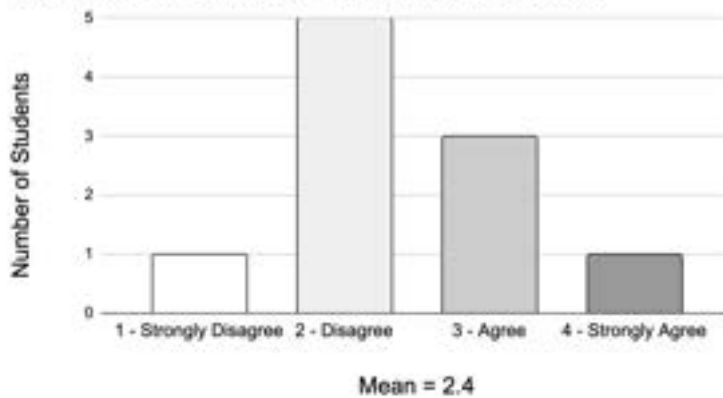


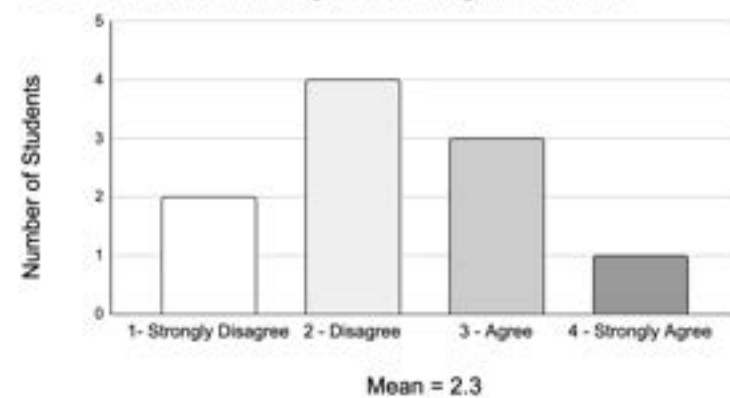
Table 6

Responses from the student survey consist of the interest component for student academic motivation in mathematics. Prompt: I like the challenge of learning about math.

PRE - I like the challenge of learning about math



POST - I like the challenge of learning about math



Appendix E: Student Interview Responses Related to Mathematical Self-Concept

Table 7

Student responses to the interview question “How would you describe yourself as a math student?”

| Student Name (pseudonym) | Pre-Interview Response | Post-Interview Response |
|--------------------------|--|---|
| Summer | “I am bad at math. I forget a lot. I forgot stuff from last year. I don’t have basic facts memorized. My lack of skills gets in the way of my working harder.” | “I could listen more in class. I have been doing a good job getting my homework done. I feel like I am a good student, but I could be better.” |
| Michael | “Smart, I am a good listener.” | “I’m a good math student. I get all of my work done.” |
| Aubrey | “This year, I know the stuff. Last year’s teacher picked on me. This year, things are explained better. I know the answers this year, not last year.” | “Better, I am better at math now than I was. I still don’t like math, though.” |
| Vincent | “I make silly mistakes. I know how to do it, but I do it wrong. I think I just work too fast.” | “I’m pretty good at math, but I make silly mistakes. I don’t recheck my work because I do it and I think it is correct, but it is not.” |
| Lisa | “For some things I am really good, but for other things I am not that good.” | “In the middle, kind of good and kind of bad.” |
| Lauren | “I am not that good. It is hard for me to understand things, like how math works. I don’t pay attention, and I space out.” | “Not the best, but I think I am getting a little better. Being in this class means I get more help because there are fewer people. So you can spend more time with me.” |
| Sharon | “I understand it, but my brain turns off in the middle of the lesson. I snap out of it confused, then I ask a bunch of questions.” | “Sometimes I don’t understand it, but sometimes I do, so I am in the middle.” |
| Kendall | “I am relatively good at math, I just need help most of the time. I do all the student responsibilities well.” | “I am not super good at math, but I know things. I would say that I am not a mathematician at all, though.” |
| Asa | “Pretty good. I do better than I expect myself to do. I always think I am bad at math, but I am not. Math is my least favorite because I struggle with it. This year is easier.” | “I always think I am bad at math, but when I actually do the math, I always get a high score.” |
| Lydia | “Not good, I am not smart in math. If you’re not good at the subject, then you can’t be a good student.” | “I feel more confident in math. I feel like I know more than I did at the beginning of the year.” |

Appendix F: Likert Scale Data Related to Student Mathematical Self-Concept

Over the duration of the study, the composite mean score improved dramatically for these questions, with student responses rising from 2.2 in the fall to 2.45 at the end of the first semester. Tables 8 and 9 show the data from these responses.

Table 8

Responses from the student survey consist of the self-concept component for student academic motivation in mathematics. Prompt: *I am a good math student.*

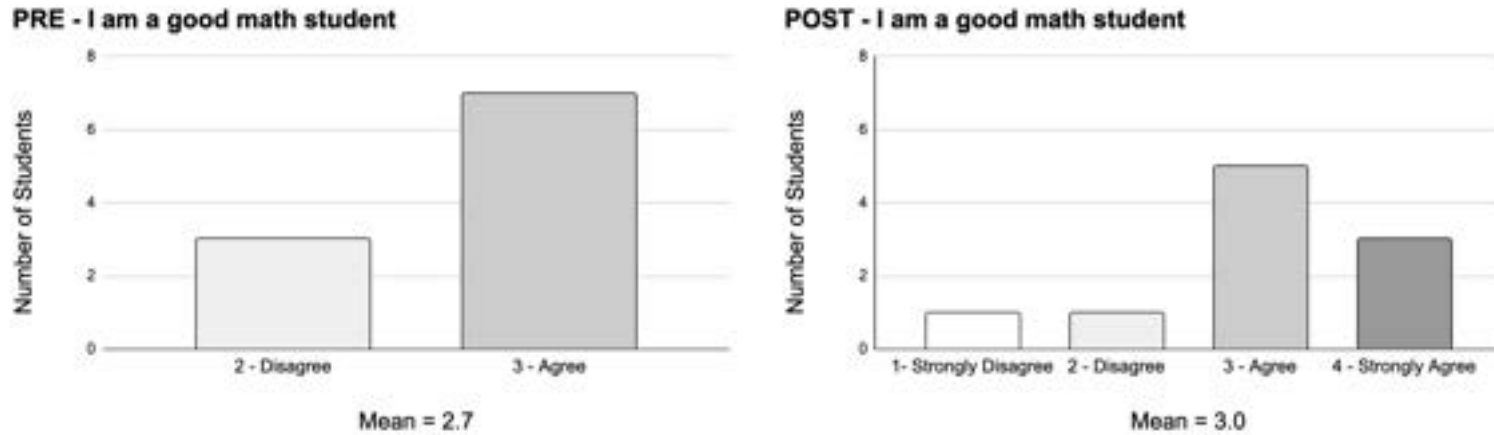
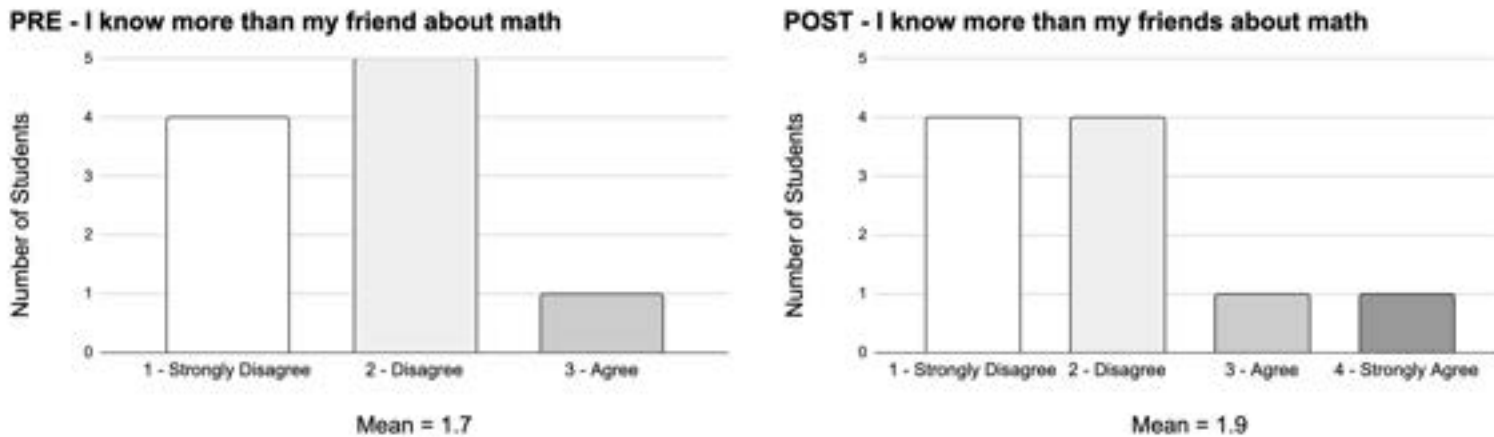


Table 9

Responses from the student survey consist of the self-concept component for student academic motivation in mathematics. Prompt: *I know more than my friends about math.*



Pilot Curriculum for Introduction to Artificial Intelligence



RECOMMENDATION:

Pilot CodeHS' *Introduction to AI for High School* and *Applications of AI and Machine Learning* for the Introduction to Artificial Intelligence course.

Name:
Steve Miller

Level:
High School

Subject Area:
STEAM/Elective

Curriculum Recommendation Period:
Spring 2025

Reason(s) for Recommendation

1. The field of artificial intelligence is rapidly changing, with new tools and techniques being developed continually. The courses from CodeHS are up-to-date, covering current topics using current tools.
2. Many current artificial intelligence educational offerings are either too advanced, aimed at college-level students in computer science, or too simple, geared toward younger ages. The offerings from CodeHS are designed specifically for high school students, taking into consideration students' level of maturity and experience.
3. Of the materials that are available for high school-level students, most are limited in scope, dealing with one aspect of artificial intelligence rather than the subject as a whole. CodeHS is one of the few providers with an entire artificial intelligence course that is complete and cohesive, offering the breadth of scope necessary for a semester course in artificial intelligence.
4. Core concepts from Intermediate Programming, such as algorithmic thinking, data structures, and functional decomposition, are covered in module 2 of *Introduction to AI for High School* and modules 2 and 3 of *Applications of AI and Machine Learning*.

Implementation Steps

1. Seek administrative approval
2. Purchase licenses for students
3. Update Rubicon Atlas

Cost

\$37.50 per student = \$937.50 for 25 students

40 students?

Administrative Reaction

Approved. Finding relevant resources to support these course changes will help to provide meaningful experiences for students.

1 Year in Review

Pilot Curriculum for Introduction to Cybersecurity



RECOMMENDATION:

Pilot Teach Cyber's *The Challenge of Cybersecurity - Cyber 1* curriculum for Introduction to Cybersecurity.

Name:
Steve Miller

Level:
High School

Subject Area:
STEAM/elective

Curriculum Recommendation Period:
Spring 2025

Reason(s) for Recommendation

1. Teach Cyber is a non-profit dedicated to developing, supporting, and stewarding excellent cybersecurity education at the secondary level. In partnership with the National Cryptologic Foundation Teach Cyber formed a team of K-12 educators, post-secondary educators, and cybersecurity experts to create [High School Cybersecurity Curriculum Guidelines](#). They were designed by educators from high school and higher education, who collectively have vast experience teaching computer science and cybersecurity. Feedback was sought across the country from high school educators teaching computer science and/or cybersecurity courses, cybersecurity educators from higher education institutions, and members of government and industry who have a need for highly skilled workers.
2. Teach Cyber's [The Challenge of Cybersecurity - Cyber 1](#) curriculum was developed to meet these guidelines and is intended to be equivalent to an intro course in cybersecurity at either a community college or university.
3. Teach Cyber is partnering with several states to support their teachers as they adopt the High School Cybersecurity Curriculum Guidelines and the Teach Cyber instructional materials. Currently, educators in New Hampshire, New Jersey, Maryland, Virginia, Indiana, Alabama, Illinois, South Dakota, Nebraska, Texas, Colorado, Utah, and Hawaii are pilot testing the materials.
4. Core concepts from Intermediate Programming (which this course is replacing), such as algorithmic thinking, data structures, and functional decomposition, fit seamlessly within the Data Security and System Security big ideas 4 and 5 of the curriculum covered in modules 4 (Data, Software, Hardware and Network Security) and 5 (Countermeasures against Cyberattacks) of the course as well as in other select activities throughout the course.

Implementation Steps

1. Seek administrative approval.
2. Update Rubicon Atlas

Cost

None

Administrative Reaction

Approved. This curriculum provides strong alignment with the goals and objectives of this new course.

1 Year in Review

Science/STEAM

Implementation of Pennsylvania Science, Technology & Engineering, and Environmental Literacy & Sustainability (STEELS) standards



RECOMMENDATION:

Implementation of Pennsylvania Science, Technology & Engineering, and Environmental Literacy & Sustainability (STEELS) standards.

| | | | |
|--|-----------------------|---------------------------------|---|
| Name: Pat Corr, Jenna Krivansky, and Colin Syme | Level: K-12 | Subject Area: Science | Curriculum Recommendation Period: Spring 2025 |
|--|-----------------------|---------------------------------|---|

Reason(s) for Recommendation

1. In July 2022, new PA STEELS standards were published and were adopted with the expectation of full implementation by the 2025-26 school year. The PSSA and Biology Keystone exams will be updated to reflect the new standards for Spring 2026. Subsequently, the District's Comprehensive Plan for 2025-2028 was recently approved and included a 3-year plan to allow for curriculum development, unit planning, and assessment alignment with STEELS. This will be critical given that the magnitude of this instructional shift is significant.
2. These standards guide the study of the natural and human-made world through inquiry, problem-solving, critical thinking, and authentic exploration, and utilize a three-dimensional approach to curriculum. STEELS standards closely follow the Next Generation Science Standards (NGSS) with some differences, although the format and rationale are similar.
3. The Next Generation Science Standards, published in April of 2013, have been utilized by most states to guide their curriculum development and instructional practices. The NGSS standards are more comprehensive and rich than the PA Science and Environment Standards published in 2002. Because of this, the Upper St. Clair School District has used the NGSS standards as a guide in making curriculum decisions in this area. This will be helpful in the implementation of STEELS.
4. STEELS implementation requires a shift in instructional strategies to include the following;
 - **Focus on Phenomena** - The overall focus of STEELS standards is the concept of sensemaking, and the study of phenomena can be utilized to engage students. The focus on phenomena shifts traditional science instruction from general knowledge skills into real-world applications and relevance for the 21st century. This approach engages students, promotes curiosity, and sustains student investigation and observation within their natural world.
 - **Three-Dimensional Learning and Assessment** - Connections are made across a three-dimensional framework consisting of Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs). Assessment of students' conceptual understanding occurs through real-world, authentic scenarios.

5. Due to the infancy of STEELS, there are limited available curricular resources. In K-4, the existing Smithsonian Science curriculum (*NGSS-aligned*) is being adapted for STEELS. Grades 5-8 are currently piloting a STEELS-aligned curriculum (“Twig Science”). Unfortunately, the available curricula for grades 9-12 are more limited (see “Pilot BSCS Biology: Understanding for Life”; see Spring 2025 Curriculum Recommendation).

Implementation Steps

1. Administrative approval.
2. Summer Workshop time for teams of teachers to prepare for implementation.
3. Continued curriculum work during curriculum meetings and in-service days, incorporating training to learn, develop, and revise best practices throughout 2025-2028.
4. Update Rubicon-Atlas where needed.
5. Work cooperatively with K-12 stakeholders to ensure full implementation of the STEELS standards.
6. Inform stakeholders of the curriculum changes.

Cost

Summer Workshop Time (x number of teachers, 12 hours @ \$36.33/hour)

Administrative Reaction

Approved. Adopting and implementing new standards is a significant undertaking. The efforts of the curriculum leaders to this point have been highly commendable.

1 Year in Review

Adopt Twig Science by Imagine Learning into the Middle School Science Curriculum



RECOMMENDATION:

Adopt *Twig Science* by Imagine Learning in grades 5-8.

Name:
Patrick Corr

Level:
Middle School

Subject Area:
Science

Curriculum Recommendation Period:
Spring 2025

Reason(s) for Recommendation

1. A curriculum recommendation was made and approved during the 2023-2024 school year to pilot *Twig Science* by Imagine Learning, in grades 5-8. *Twig* was designed for the Next Generation Science Standards (NGSS), the basis on which the Pennsylvania STEELS are built.
2. Before the pilot, the following programs were also considered: *Mosa Mack Science*, *Open Sci Ed*, and *Savvas Experience Science*. *Twig* was far and above the most comprehensive and robust curriculum best suited to meet the changing needs of our teachers and middle school science curriculum.
3. *Twig Science* will serve as the most helpful tool for teachers as they build meaningful instruction for the full implementation of the PA STEELS and eligible content featured on the 5th and 8th grade Science PSSA.
4. *Twig science* is built using the 5E model (Engage, Explore, Explain, Elaborate, Evaluate), one of the backbone methods of delivering the PA STEELS three-dimensional instruction.
5. During the pilot study of the recommended program, the following strengths were identified:
 - *Twig Science* integrates multiple forms of assessments, including pre-assessments, formative assessments, summative performance tasks, and benchmark assessments. Assessments are three-dimensional, appear frequently, and vary in size, format, and modality. Typically, there are 15-25 formally labeled assessments per module (depending on the length of the module).
 - *Twig Science* features many levels of differentiation embedded into its lessons. This is critical for our inclusive middle school science classrooms.
 - Each day-to-day lesson can include a variety of experiences to support students' sensemaking, including scientific discourse, scientific texts, hands-on labs, digital interactives, and videos. All these experiences have been developed with authenticity in mind, so what students do and how they think reflect the real-life pursuits of scientists and engineers. For example:
 - Language routines engage peers in collaborative questioning, sensemaking, and discourse, helping students refine their reasoning and

support their language development.

- Scientific texts, which appear in more than 25% of the lessons per grade, help students consolidate their learning and allow them to engage with various text types, including informational, narrative, descriptive, and argumentative.
- Hands-on labs, which appear in more than 30% of the lessons per grade, allow students to engage deeply with the SEPs and address real-life scenarios, such as designing, building, and testing helmets to protect athletes.

- Along with their comprehensive and interactive online platform, Twig offers hands-on lab kits and student journals for all their modules.
- Twig Science offers many opportunities for professional development and tech support throughout the school year.
- Twig uses authentic contexts to present students with real problems and real data, challenging them to create real solutions.

Implementation Steps

1. Administrative approval.
2. Purchase materials from Twig.
3. Provide project, summer workshop, in-service, and/or curriculum time needed to support the implementation and exploration of Twig Science.
4. Determine what hands-on materials are needed for instruction and purchase them throughout the school year.
5. Use the final curriculum meeting of the school year to review teacher use of Twig and continue ongoing discussion for improvements.
6. Update the full scope and sequence in Rubicon-Atlas for all middle school grade levels.

Cost:

- Twig Student Single User License English and Spanish **Grade 5**: $310 \times 19.00 = \$5890$
- Twig Student Print: Twig Book Bundle - **Grade 5** - $310 \times 15.00 = \$4650$

- Twig Student Single User License - English and Spanish - **Grades 6-8**: $930 \times 19.00 = \$17,670$
- Twig Student Print Book Bundle - Model Earth/The Great Air Race - **Grade 6**: $310 \times 20 = \$6200$

- Twig Shipping and Handling: \$1023
- Twig Bundle Discount: -\$7130

- **Total for Twig materials and online platform: \$28303** [Click here for the quote from Twig Education](#)
- **Workshop pay for up to 12 hours for 4-6 Teachers = 48 hours x \$36.33 per hour = 1744**
- **Total: \$30047**

Administrative Reaction

Approved. Finding resources to support the implementation of the STEELS standards is important.

1 Year in Review

Pilot BSCS Biology: Understanding for Life



RECOMMENDATION:

Pilot the Biological Science Curriculum Study (BSCS) Biology: *Understanding for Life*

| | | | |
|----------------------------|------------------------------|---------------------------------|---|
| Name: Colin Syme | Level: High School | Subject Area: Science | Curriculum Recommendation Period: Spring 2025 |
|----------------------------|------------------------------|---------------------------------|---|

Reason(s) for Recommendation

1. In July 2022, new Pennsylvania Science, Technology & Engineering, and Environmental Literacy & Sustainability (STEELS) standards were published and adopted for full implementation by 2025-26. STEELS standards are closely aligned with the Next Generation Science Standards (NGSS) published in 2013. The Spring 2026 Biology Keystone Exam is scheduled to be aligned with the new PA STEELS standards.
2. The STEELS standards require a significant shift in instruction to an interconnected three-dimensional framework consisting of Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs). This also requires a shift in the assessment of students' conceptual understanding through real-world authentic scenarios. This sizable transition facilitates the need for teacher support with materials and curricular resources. While there are some available NGSS-aligned curricula, STEELS-aligned materials are scarce.
3. The Biological Science Curriculum Study (BSCS) has been pivotal in science instruction and developed the “5E Instructional Model,” which became the global standard for curriculum development. In 2023, BSCS introduced the new high school biology program “[BSCS Biology: Understanding for Life](#)”. This is the first high school science program ever to earn all-green ratings from EdReports.
4. “BSCS Biology: Understanding for Life” provides a robust, three-dimensional, [STEELS-aligned](#) Biology curriculum based around relevant societal challenges (Human health-infectious disease, heredity, and genetic disorders, and Environmental Impacts-sustainability and biodiversity). The curriculum utilizes storylines driven by students' questioning based on phenomena. The summative assessments are aligned with STEELS, requiring critical thinking and application of concepts in a task-driven model.
5. Piloting this curriculum will enable teachers to be immersed in STEELS-aligned instruction and assessment, with a tangible [scope and sequence](#) to help facilitate the development of best practices, as they continue to explore other resources. This will guide informed curriculum adoption decision-making to best meet the needs of our students.

Implementation Steps

1. Administrative Approval
2. Summer Workshop Time for Biology teachers to collaborate and plan for the pilot.
3. Continual professional development throughout the school year to allow for collaboration, reflection, and evaluation of instructional materials.
4. In collaboration with teachers, complete a textbook evaluation form in Spring 2026 to determine whether to recommend adoption.

Cost

Pilot “BSCS Biology: Understanding for Life” Program (includes digital teacher and student editions) - no cost

“BSCS Biology: Understanding for Life” Teacher Handbook (4 copies @ \$21 each = \$84 + Shipping/Handling)

Lab consumables

Summer Workshop Time for 4 teachers at \$36.33/hr for 12 hours = $48 \times \$36.33 = \1743.84

Administrative Reaction

Approved. The addition of resources to support the implementation of the STEELS standards is critical.

1 Year in Review

Social Studies

AP Psychology Textbook/Digital Resource Package



RECOMMENDATION:

Adopt [Myers' Psychology for the AP Course, 4th edition](#) (textbook/digital platform) for AP Psychology.

Name:
Doug Kirchner

Level:
High School

Subject Area:
Social Studies

Curriculum Recommendation Period:
Spring 2025

Reason(s) for Recommendation

1. *Myers' Psychology for the AP Course* is currently being piloted for the 2024-25 school year. It is a newly published text that was completely designed to update the AP Psychology curriculum. It directly aligns with the College Board's new Course CED. Each section of the text matches the specific CED unit and topic.
2. Previous versions of the text have been widely used and have become the preferred text among most AP Psychology teachers and curriculum coordinators across the country. In PA, [185 schools/districts](#) have utilized previous editions of the text.
3. The accompanying digital platform, [Achieve](#), provides a user-friendly e-book, along with an array of [student resources](#) that are geared toward both content *and* skill development. The *Achieve* platform syncs seamlessly with Canvas.
4. *Achieve* also provides a comprehensive set of [teacher resource materials](#), which can be adapted to meet the unique needs of students.
5. The [textbook's authors](#) are psychologists, instructors, and AP experts.
6. The text and resources listed above stand out among other competing options. [Click here](#) to see the Textbook Adoption form.

Implementation Steps

1. Seek administrative approval.
2. Purchase via BFW Publishers.

Cost

\$31,858.79 (includes shipping fees) for 165 digital access codes (6-year license) + 30 class texts

Administrative Reaction

Approved. This resource appears to be highly engaging and will help prepare students to master this important content.

1 Year in Review

AP US History Textbook/Digital Resource Package



RECOMMENDATION:

Adopt [Fabric of a Nation, 2nd edition](#) (textbook/digital platform) for AP U.S. History

Name:
Doug Kirchner

Level:
High School

Subject Area:
Social Studies

Curriculum Recommendation Period:
Spring 2025

Reason(s) for Recommendation

1. *Fabric of a Nation, 2nd edition*, is currently being piloted for the 2024-25 school year. It is newly published and [perfectly aligns with the APUSH Course and Exam Description \(CED\)](#). To view an overview presentation of the textbook, [click here](#).
2. This on-level text is written exclusively for high school students, balancing both accessibility and the rigor that is expected in an Advanced Placement course.
3. Material within the text is presented in an unbiased, objective manner. Modern history is rooted in historical context, and critical thinking questions guide the content, which frequently includes primary sources.
4. BFW Publishers is widely considered the preferred publisher for AP courses because their texts are written directly for AP courses and exams. Over [20 schools/districts](#) across PA have adopted this new text.
5. The accompanying digital platform, [Achieve](#), seamlessly integrates with our Canvas learning management system.
6. Matching page-for-page with the print text (with aligned page numbers), *Fabric's* e-book allows [students to read, highlight, and take notes](#) on any device, online or offline. [Teachers can view the students' notes](#), and there's an OpenDyslexic font (among others) for students with Dyslexia.
7. The [textbook's authors](#) are APUSH experts, having served as instructors at both the university and high school levels, along with serving as instructional coaches and AP readers/authors.
8. *Fabric of a Nation, 2nd edition*, stands out among other competing options due to its direct CED alignment and depth/breadth of digital resources, both for students and teachers. [Click here](#) to see the Textbook Adoption form.

Implementation Steps

1. Seek administrative approval.
2. Purchase via BFW Publishers.

Cost

\$28,047.29 (includes shipping fees) for 165 digital access codes (6-year license) + 30 class texts

Administrative Reaction

Approved. Finding a resource with such a close alignment to the course goals and objectives is appreciated.

1 Year in Review

Special Education

Pilot Foundations of English Language Arts



RECOMMENDATION:

Pilot Foundations of English Language Arts course in the high school schedule for students in special education with a specific learning disability in reading.

| | | | |
|-----------------------------------|------------------------------|---|---|
| Name: Dr. Rachel Andler | Level: High School | Subject Area: ELA/Special Education | Curriculum Recommendation Period: Spring 2025 |
|-----------------------------------|------------------------------|---|---|

Reason(s) for Recommendation

1. The current special education curriculum includes the Upper St. Clair standard English curriculum with supplemental resources to provide differentiation for students in special education courses.
2. While some supplemental resources are used for differentiation by proficiency level, there is currently no specific core curricular resource for explicit reading instruction.
3. There is not enough time in the current Resource English course to deliver an effective, explicit reading instruction program that is targeted at the foundational skills of literacy.
4. Utilizing Read180 as the vehicle for this course would support the reading, writing, and language standards through a multisensory, structured, and systematic program that is explicit and research-based. Read180 is adaptive and designed for older, struggling readers, incorporating age-appropriate, high-interest content. It supports students beyond decoding into composition skills.
5. When reviewing student data such as NWEA Map and iXL, there are special education students in grades 7-10 who demonstrate the need for foundational skill instruction to better support their success in reading in required content areas.

Implementation Steps

1. Seek administrative approval.
2. Purchase curricular resources.
3. Provide professional development time for select special education teachers (summer workshop hours).
4. Identify and recommend appropriate students through the IEP process, driven by student data and IEP team decision.

Cost

1. Curriculum resources (Teaching materials - \$1574; Student materials - \$1772; Shipping/tax - approx. \$225) - Total \$3,571
2. Summer workshop hours will cover the time needed for teachers.

Administrative Reaction

Approved. Meeting the needs of students in the area of literacy is important at all levels.

1 Year in Review

World Language

Pilot the incorporation of the Reporter Francophone book series into the French Curriculum



RECOMMENDATION:

Pilot the incorporation of the *Reporter Francophone* book series into the French Curriculum.

Name:
Marc-André Clermont

Level:
High School

Subject Area:
World Language

Curriculum Recommendation Period:
Spring 2025

Reason(s) for Recommendation

1. Recent work on analyzing our course content and resources, and the declining relevance of our current textbook series, Discovering French (DF), adopted in 2001, has indicated the need to update and strengthen the resources used to maintain the vertical alignment of the French curriculum, beginning with Passport to French through Honors French 5.
2. The department has updated the French curriculum in the previous few years, and the DF grammar-driven approach to proficiency is no longer a strong match. There is a need for a textbook series that embraces a more thematic approach to language acquisition.
3. While researching various textbooks ([Textbook Form](#)), it became clear that the *Reporter Francophone* series best fits our department's instructional methodology and current vertical articulation.
4. The use of online materials that come with the textbook will help target skills that students have scored lower on in the AVANT testing (Listening and Speaking proficiency). We can use the materials to target traditionally weak areas of language acquisition.
5. The use of the text will provide additional structure and specificity to the existing curriculum, assuring that there are no learning gaps from year to year.

Implementation Steps

1. Seek administrative approval.
2. Purchase books and run a summer workshop to specify chapter uses in the current curriculum.
3. Make the appropriate changes to Rubicon-Atlas when adopted.
4. Pilot the use of the textbook series.
5. Analyze data from the pilot to discuss continued use of the textbook.

Cost (Look at Costs here)

Summer workshop for 4 for implementation (4 X 12 hrs X \$36.33) = \$1,743.84

Textbook for students from levels 1 - Hn 5 (275 students): \$20,792.75 (or \$75.61 per student)

\$4158.55 per course

Administrative Reaction

Approved. Using this resource for all high school french courses will provide great consistency and strong vertical articulation between levels and courses.

1 Year in Review

Establish the texts and structure for the IB Language and Culture course



RECOMMENDATION:

Establish the course texts and overarching structure for the new IB Language and Culture course in alignment with the IB Language & Culture Subject Brief and Upper St. Clair School Board policies regarding instructional material selection and adoption.

| | | | |
|---|------------------------------|--|---|
| Name: Marc-Andre Clermont, Jacob Reis | Level: High School | Subject Area: World Language | Curriculum Recommendation Period: Spring 2025 |
|---|------------------------------|--|---|

Reason(s) for Recommendation

1. The newly created IB Language & Culture course, fulfilling DP subject groups 1 & 3 (Individuals and Societies, Studies in Language and Literature), explores topics of sociolinguistics and cultural anthropology, especially as investigated through written ethnographies (participant-written anthropological studies), as an elective within the World Language Department at USCHS. The course was approved in the Fall 2024 fast-track curriculum recommendation process and adheres to the subject [brief provided](#) by the IB organization.
2. Sociolinguistics is a field of academic study that investigates the users and uses of languages, and understanding the currents and trends within this field requires a fundamental grasp of certain concepts and ideas inherent to the study of language, which are explained within this text in a way that is aligned with the USC curriculum, at a level developmentally appropriate to our students, with information originating from objective viewpoints, while encouraging critical thinking by the reader.
3. While the brief provides a general structure to the IB Language and Culture course, a more thorough breakdown of topics is needed to align with the expectations of the IB community, with the specificity of materials and structure expected in the Upper St. Clair community.
4. The [primary textbook](#), *Intro to Sociolinguistics*, will be used as a source for information related to the themes, topics, and ideas listed in the “introduction” section of the syllabus as well as provide a foundation for further investigation of the ideas from the sections on “meaning-making,” “time and space,” and “connections.”
5. This text, used alongside written ethnographies, literary works, and non-literary bodies of work, will provide the skills and techniques needed to specifically investigate the subject brief topics of “language and socialization” and “language and belonging”.
6. This text will be supplemented with supplementary sources as recommended by the IB Organization. After a thorough investigation by course instructors using the AR 109 guideline. Such secondary sources will address specific needs of the syllabus, for example:
 - a. **Introductory Unit** (as above): *An Introduction to Sociolinguistics*, 6th ed. (Holmes & Wilson, 2022)
 - b. **Language and Belonging:** *The Anxious Generation: How the Great Rewiring of Childhood Is Causing an Epidemic of Mental Illness* (Haidt, 2024) (non-literary body of work), *We Are Our Language: An Ethnography of Language Revitalization in a Northern Athabaskan Community*

(Meek, 2012) (ethnography), and *The Social Life of Stories: Narrative and Knowledge in the Yukon Territory* (Cruikshank, 1998) (non-literary body of work)

c. **Language and Socialization:** *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* (Fadiman, 2012) (ethnography), *Pygmalion* (Shaw, 1914) (literary work), and *Call Me American: A Memoir* (Nor Iftin, 2018) (non-literary body of work).

7. The [proposed structure of the course](#) will allow students to properly explore the subjects of sociolinguistics in a manner that is logical, coherent, and attainable for High School students.

Implementation Steps

1. Seek Board Approval.
2. Purchase the textbook for the course and develop materials and assessments appropriate to the course.
3. Pilot the use of the book for the course.
4. Make adjustments and a follow-up recommendation based on the pilot.

Cost

\$1,175 for class materials for the pilot. These include the cost of the main textbook (*Intro to Sociolinguistics*).

Administrative Reaction

Approved. This is an interesting course to be added to the Diploma Programme options. Enrollment and interest will need to be monitored.

1 Year in Review