Curriculum Subcommittee

Office of Teaching & Learning

April 26, 2022

Photo credit: E. Cooley

Student Opportunity Act

- The Student Opportunity Act is intended to maximize the impact of new Chapter 70 funding to close gaps in learning opportunities and gaps in student outcomes, including achievement and post-secondary outcomes experienced by students in the Commonwealth.

- Due to the pandemic, the timeline for year 1 implementation of SOA plans now extends through the 2021-2022 school year. The FY22 SOA Plan Amendment Template includes items that address districts' current progress in implementing the evidence-based practice areas highlighted in their amended SOA plans.

- PSB funding for this, based on the number of students that qualify, is fairly nominal considering other district's allocations.

- PSB consulted with DESE and there will be no amendments needed this year.

Social Studies Material Review

Scope of Work
- The Office of Teaching & Learning in partnership with the Brookline METCO program will lead the implementation of an instructional materials review of the district's Secondary Level Social Studies Materials (6-12)

- This review should focus on the extent to which the district's social studies materials are inclusive of all identities, with a particular focus on racial equity.

- The desired outcome of these reviews are to better understand where inequities are present in the curriculum, so it can be rectified, and ultimately improve teaching and learning in service of all students.

Process Overview
- Partner to conduct streamlined, process oriented, collaborative inquiry and research-based material reviews; include all school constituents-- educators, staff, family, and community from diverse backgrounds and perspectives

Requested Deliverables
- Work plan

- A report identifying the status of our current curriculum & a formal presentation of the findings

- Recommendations on how district staff (educators and administrators) can improve the academic and social experiences of students in METCO and other students of color.

- Working group meeting to preview and interpret the findings and recommendations prior to public dissemination.

Dyslexia Screener

The Massachusetts Dyslexia Guidelines serve three purposes:

- To provide a set of screening **guidelines** for all students, including students demonstrating one or more potential signs of a neurological learning disability including, but not limited to, dyslexia;

- To **provide a framework of intervention** for students at risk of dyslexia and other learning difficulties that is timely and responsive; and

- To provide **a comprehensive resource** of evidence-based practices aimed at all educators to support students at risk of dyslexia and those identified as having dyslexia, consistent with and linked to other guidance from DESE.

The mCLASS comprehensive system includes efficient DIBELS 8th Edition one-minute measures, a built-in dyslexia screener, intervention, and robust reports for teachers and administrators.

Dyslexia Screener

	Original Timeline	Revised Timeline
January-March	- Identify screener based on feedback - Create implementation plan - Identify protocols to implement based on student outcomes - Identify supports for students who are identified at risk - Identify pilot CST Teams, self selected teachers	Engage stakeholders in literature review and product review of selected screeners Reading Specialists, Educators, Special Educators
April	- Update Curriculum Sub Committee - Train pilot teachers and identified school stakeholders on use of tool and protocols form supporting students - Collect data on implementation outcomes	- Engage stakeholders in literature review and product review of selected screeners Reading Specialists, Educators, Special Educators - Identify screener based on feedback
June	- Report to Curriculum Subcommittee on outcomes from pilot - Provide teachers and admin with training and implementation plan for 22-23- this may be partial rollout	- Engage stakeholders to create an implementation plan - K-2 Teachers pilot in classrooms - Create a PD plan - Create rollout schedule for Fall 22

Response to Intervention

Definition
- Response to Intervention (RTI) is a system of supports that schools put in place to provide high-quality education to students. RTI is designed toimprove instructional quality, and provide students with academic opportunities. It calls for the implementation of a differentiated curriculum with different instructional methods and tiers of increasingly intensive, scientific, research-based interventions.

Scope of Work
- *Developing the foundations of the district's RtI model*
- *Support Child Study Teams (CST)*
- *S*upporting central office administrators and school leaders with research-based tools and supports to blend science of learning and development with deep understanding of student needs, talents, and challenges to address the performance and opportunity gaps we are seeing between students with and without disabilities, regardless of race

Benefits
- Allow us to better organize general education student supports
- Better understand intervention needs
- Expand Educator's instructional tool kits
- Effectively use progress monitoring data to make informed instructional decisions for students

Schedule Review Process

Overview

School leaders, together with representatives from key departments such as A&F, OSS, OEL, HR and OTL, discuss the programming and staffing that will be needed to serve each school's projected enrollment and schedule in the following year. The goal of these meetings is to support schools around the creation of their building schedules. Key questions include:

- Are all students receiving equitable instructional minutes?
- Do all struggling students have access to extra time help?
- Do all schedules provide uninterrupted access to core instruction for all students?
- Teacher Planning time

Additional Information Collected

a) Teachers applying for Leaves of Absences for the following year;

b) teacher submission of Additional Program Area requests;

c) teachers' voluntarily requests for reassignment; and

d) position reductions due to programmatic or budget changes; and

e) renewal decisions for non-professional status teachers.

English Language Education (ELE) Program Review

Over the next few months, PSB will evaluate and review our ELE program to improve outcomes for the English learners (ELs) we serve, including a close examination on **equitable access** at PSB and opportunities for students to overcome language barriers.

- **Dr. Bertha-Elena Rojas** has already begun hosting focus groups with families and staff, and will visit our K-12 schools in May.

- A comprehensive report of the evaluation findings and recommendations is scheduled to be published by **June 30.**

English Language Education (ELE) Program Review - Focus Groups Schedule

Date	Stakeholders
3/28	Spanish EL Families (K-12)
3/29	Japanese EL Families (K-12)
3/30	ELE District Team, Chinese EL Families (K-12)
3/31	Korean EL Families (K-12)
4/4	Guidance Staff
4/5	District-Level Leaders, Gen. Ed. Teachers (K-5), EL Teachers (K-12)
4/6	Principals/Head of School

Date	Stakeholders
4/7	Gen. Ed. Teachers (6-12)
4/11	*English EL Families (K-12)*
4/12	*Special Ed. Directors*
5/5	*Vice Principals/Asst. Head of School*
5/9	*EL Teachers (K-12)*
5/11	*Gen. Ed. Teachers (K-5)*
5/13	*Curriculum/Program Coordinators/Directors*