

April Education Committee Meeting



April 9, 2025



Twitter



Facebook



Instagram



SlidesMania

Education Committee

Harlem 122

←

→

↺


COTW - April Education Committee Agenda


👤

⋮


🔍

Agenda






Spanish Language Arts Curriculum Adoption



Secondary ELA Curriculum Adoption



Discipline Improvement Plan

slidesmania.com

Spanish
Language Arts:
Curriculum
Adoption



SLA Adoption Committee



Sean Leavy

Tania Castillo

Cristina Morante

Joseph Bruce

Sandra Vega

Brad Breakfield

Thank you...Gracias!



The Mission of the Harlem Language Academy (HoLA) is to help our diverse learners reach high levels of academic achievement, *Biliteracy*, and *Bilingualism*, in a safe and engaging learning environment while fostering *Biculturalism*.

Current K-5th HoLA Curricular Elements



Staff Survey

- Conducted a survey of all K-5 HoLA educators to assess the strengths and weaknesses of the existing SLA curriculum materials
- Identified key priorities for selecting a new or updated comprehensive SLA program:
 - Themed-Based Unites: integration of literacy w/other content areas
 - Balanced Biliteracy Approach incorporating listening, speaking, reading and *writing skills* across the lessons
 - Spanish a la Española: Foundational skills following a systematic scope and sequence
 - Cultural diversity of Spanish-speaking communities and students' backgrounds
 - Differentiated Learning: Scaffolded instruction




Education Committee

SLA Adoption Timeline

+

← → ↺


SLA Curriculum Adoption Process




⋮

🔍

SLA Adoption Timeline





FY24, we looked at updating SLA curriculum.

Publisher & lesson presentations

Process was paused due to HoLA relocating to MC

Adoption Committee were given online access to all 3 prog.

FY25, reinitiated the Adoption process

HoLA teachers explored all three SLA prog. & provided feedback

Determined key areas of focused

Final selection survey occurred March 11th

Adoption Committee met regularly

Bring proposal for approval

Programs Evaluated



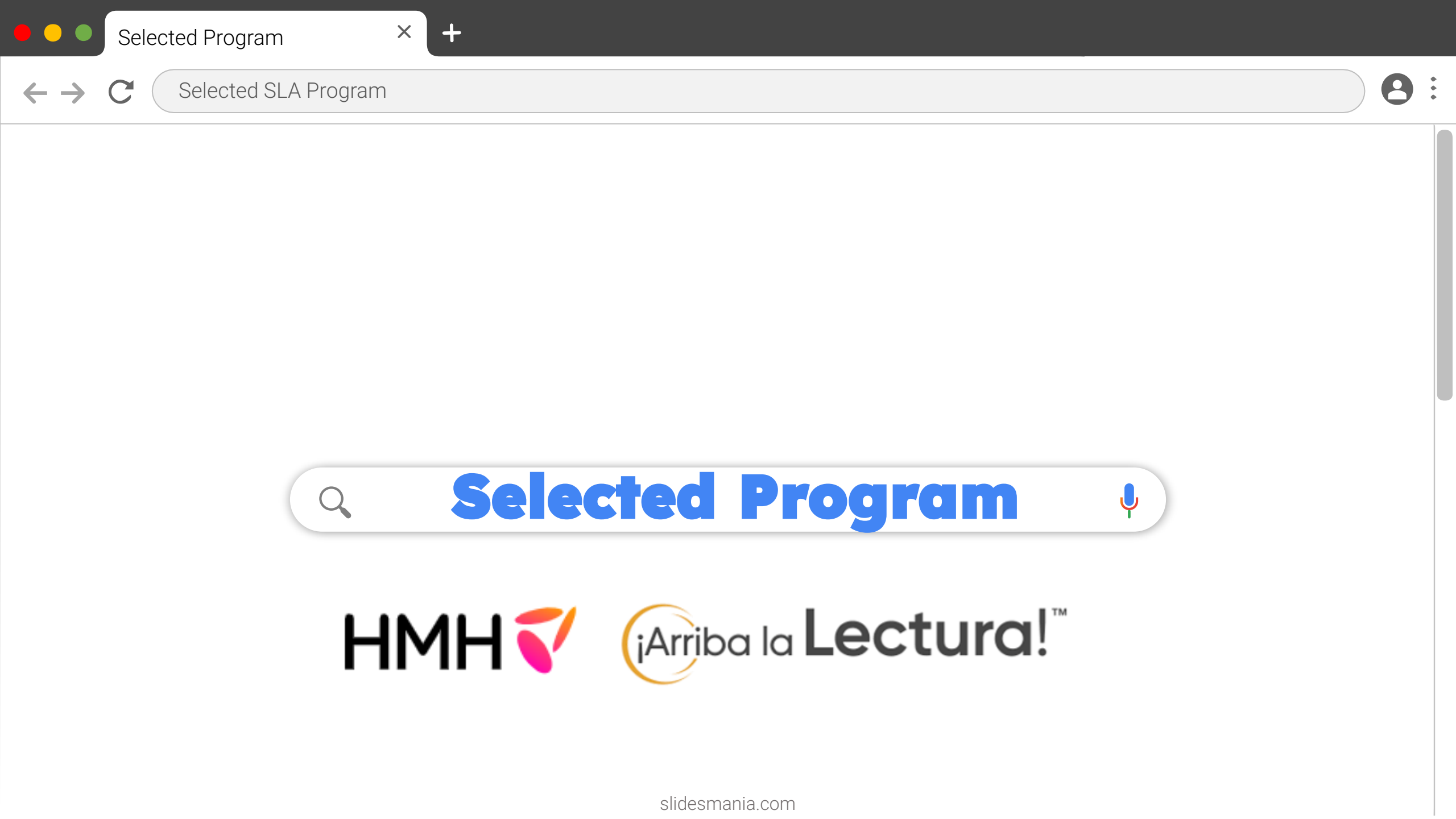
*Adelante 2023 by Benchmark



*Camino by Amplify



*Arriba la Lectura 2020 by HMH



Selected Program



Benefits

- All elements included in phonics
- Oral Language & Vocabulary Development
- Engaging Stories & Text Variety
- Authentic Spanish Literature from different cultures
- Writing Units
- Assessment for Instruction & Differentiation
- Tier 2 and 3 Supports

- Audio Support
- Spiraled Skills
- Lots of Materials to Support Students and Teachers
- Themed Units
- Family Room for Home-school connections to support daily lessons
- Dual Language Implementation Guide



Challenges

- Online Platform Changing
- Navigating new structures
- Familiarizing with the Abundance of Materials
- Length of Some Assessments
- Change in Handwriting Practices
- Time to create an SLA & ELA Biliteracy Framework pacing guide



Grade/ Service	Teacher/ Class Resources (one time purchase)	Student Material (5 years)	Teacher License	Total
K	\$2,101.20	\$3,797.64	1	\$5,898.84
1	\$2,136.01	\$4,141.27	1	\$6,277.28
2	\$2,002.90	\$4,141.27	1	\$6,144.17
3	\$3,232.16	\$5,094.82	2	\$8,326.16
4	\$3,233.26	\$5,686.46	2	\$8,919.72
5	\$1,616.61	\$4,502.95	1	\$6,119.56
Shipping				\$6,321.65
Grand Total				\$48,008.20


Education Committee

Next Steps


+

← → ↺


What is the next step



⋮




Next Steps




STEP1

Seek approval




STEP2

Purchase materials




STEP3

Introduce new curriculum to new HoLA Staff




STEP4

Offer summer training




STEP5

Implement with on-going support



STEP6

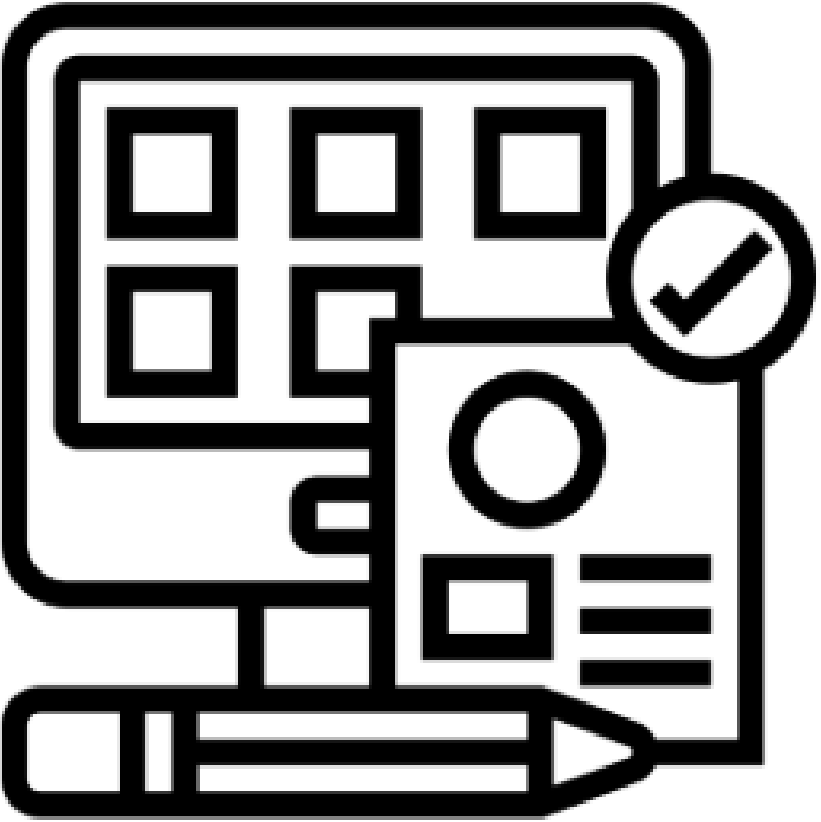
Create a Biliteracy Framework for SLA & ELA, based on the language allocation at each grade.



slidesmania.com

Questions

Secondary ELA Curriculum



Secondary ELA Committee



- Kelly Albano
- Maria Bounthong
- Jennifer Curless
- Cathy Hauser
- Nichole Jones
- Jodi Mohr
- John Neisewander

- Kayci Parson
- Holley Penney
- Chelsea Pruitt
- Cortney Schermerhorn
- Andrea Sweet
- Nicole Thompson
- Denea Trovillion

Process

- Spring of 2024, held informational meetings at high school and middle school about the process.
- Surveyed staff to see who would like to be a part of the committee.
- For those who were interested, provided a copy of John Hattie's *Teaching Literacy in the Visible Learning Classroom* and created a shared GoogleDoc for committee to place standout points of researched based practices.

Process - continued



- Fall of 2024, reviewed student assessment data and reviewed current curriculum to identify areas of strength and need.
- Created an evaluation tool to guide the review of new curriculum, based on best practices researched through the book study and the Illinois Literacy Plan.
- Used IIRC to identify schools of similar demographics who were having an impact on student learning.
- Created a questions to ask schools identified about their literacy resources and practices.
- Research EdReports for aligned and easy to use curriculum.
- Research educator social media groups
- Identify no more than five companies to bring in to present to the committee.

Process - continued

- CommonLit 360
- Amplify ELA
- Savvas - My Perspectives
- Odell
- McGraw Hill - “Springboard”



Requested materials to review from four of the five companies. We only received materials from three companies. Materials provided were shared with buildings to allow all staff to evaluate using the developed rubric.

Process - Pilot

- Narrow the search to two tools at each level to pilot.
 - HMS
 - CommonLit 360
 - Amplify ELA
 - HHS
 - CommonLit 360
 - Odell
- Every teacher piloted each tool. Professional Development was provided for each tool.
- The goal was to finish the pilot for both tools prior to spring break to avoid assessment season and allow time for coordination of contracts and PD.
- Provide survey to staff and students to evaluate each tool.



High School Pilot



CommonLit 360

- Completely online.
- Small resources and novels are tied directly to curriculum, which doesn't allow for flexibility.
- Online data collection with quick feedback.
- Vocabulary practice and assessment.
- Provides both reading and writing into curriculum.
- We can continue to pick novels and work with success manager to tie to online lessons and activities supporting standards.

Odell

- Choice of novels with material to support the novel.
- Teacher resources looked great upon initial review.
- Errors in online resources that ended pilot quickly.
- We were provided with PDF materials to review, and many of the stories used in publications are the same as our current textbooks.

Middle School Amplify Pilot



Strengths

- Engaging Content
- Varied texts to support main text.
- Print and online materials
- Gamified practice
- Easy to differentiate and modify

Challenges

- Navigation of site for teachers.
- Rigor and some assessments were below grade level.
- Lack of vocabulary assessment.



Middle School CommonLit 360

Strengths

- Rigor
- Grade level material and assessments
- Vocabulary assessment
- Integration of both reading and writing.
- Teacher friendly
- Opportunity to integrate novels outside of curriculum.

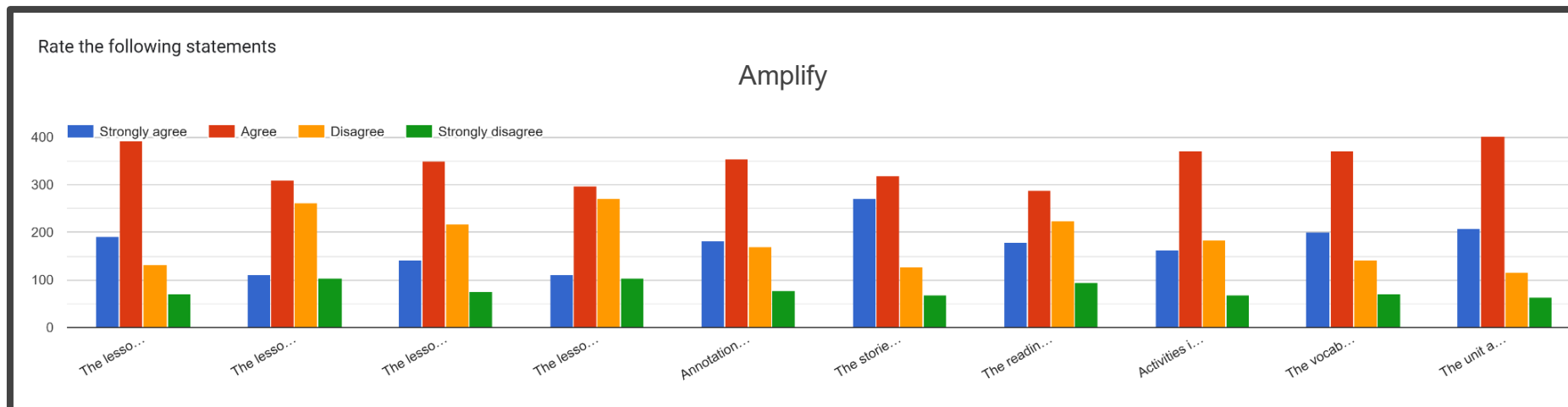
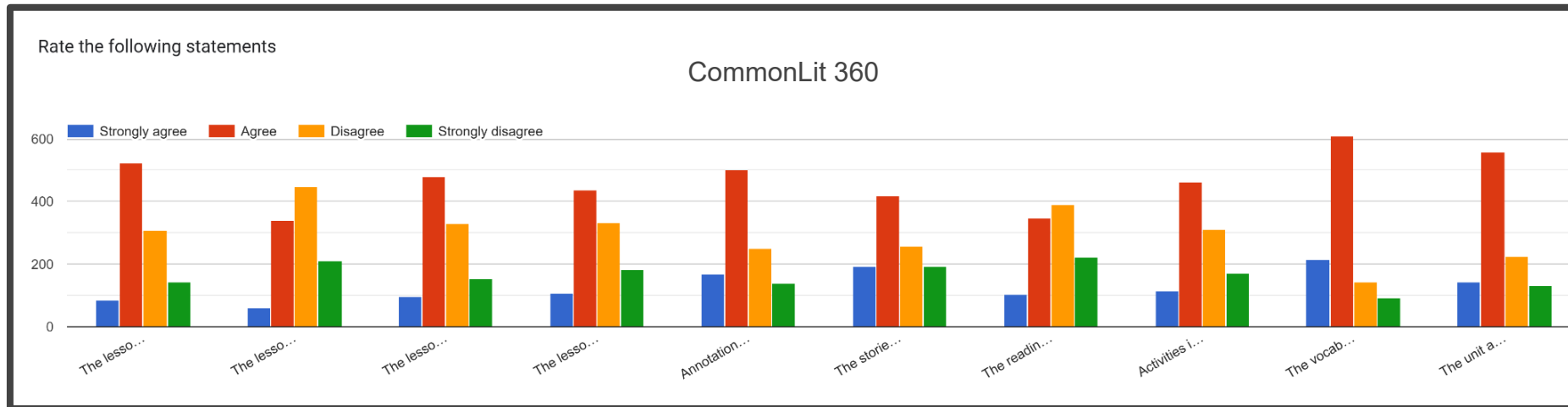
Challenges

- Uses the same reading material for all levels of students.
- Seemed repetitive.
- AI read-aloud voices are robotic.

Student Data

Vast majority of student feedback provided little meaningful input.

- 300 less students took the Amplify Survey.
- The number (not percentage) of students providing positive feedback was relatively the same.



Staff Data

- Rated by staff in 13 areas - diverse reading needs, grade level vocabulary practices, writing practices, reading materials at grade level and of interest to students, incorporation of speaking and critical thinking, student choice of assessment, additional practice to support student assessment, ability to assess student comprehension, ability to differentiate, incorporation of peer to peer assessment, incorporation of peer to peer support, and ability to meet specific student needs.
- CommonLit favored in seven of the thirteen areas.
- Amplify favored by sixth grade.
- CommonLit favored by seventh and eighth grade.



Other Factors

- High School is adopting CommonLit 360
- Pricing:
 - Amplify 5 year blended - \$32.30/student
 - Amplify 5 year digital - \$19.66/student
 - CommonLit 5 year digital - \$4.32/student
- Professional development for CommonLit Pilot could not be provided until two weeks into the six week pilot.



Based on the process and data - CommonLit 360

Contacted CommonLit with major concerns:

- Professional development will be provided to support teachers with scaffolding and differentiation of grade level standards.
- A supplemental library is provided so students may receive reading practice at their level, and this is meant for tier 2 and 3 support.
- Curriculum is structured and not scripted. When all aspects of the program are implemented as shown, it becomes repetitive. The curriculum is meant for teachers to choose the activities necessary to support student needs with the learning.



CommonLit 360 Features

- Texts can be translated into 41 languages
- Aligned to Science of Reading practices
- Units provide two formative assessments to support adjustments to student literacy needs.
- Targeted lessons based on student needs from formative assessments.
- Multiple recommendations provided to guide staff with differentiation and scaffolding.
- Online PD library available 24/7
- Efficacy study with impl



CommonLit 360 Research



- A study during the 22-23 school year with a middle school in New Jersey that has a student population of 89% Hispanic or Latino students, 25% English Language learners, 94% economically disadvantaged students, and 33% students with disabilities showed 10.5% points of growth in reading while the state average decreased by 2.9% points.
- A high school in Blount, TN increased their school's recognized growth designation from the state on a five point scale from a 2.5 to a 5 in their first year of implementation. More students performed on grade level for the high school the year of implementation, and the school was recognized for significant growth for historically underserved student populations.

CommonLit 360 Professional Development

HHS

- One day Jump Start PD
- Six Hours
- Collaborate with HHS ELA Staff for best day.
- Day 1 Training
 - Introduction to CommonLit 360
 - Getting Ready to Teach Unit 1
 - Best Practices for Teaching a CommonLit 360 Reading
 - Lesson Preparing to Teach a CommonLit 360 Reading Lesson

HMS

- Two day Jump Start PD
- 6 Hours Each Day
- Collaborate with HMS ELA Staff for best day
- Day 2 Training
 - Best Practices for Teaching a CommonLit 360 Writing Lesson
 - Beyond Reading and Writing: Related Media Explorations, Discussion Lessons and Vocabulary in CommonLit 360
 - Structured and Supported Planning Time

What is the Discipline Improvement Plan for the Harlem School District?

DISCIPLINE IMPROVEMENT PLAN



Based on 21-22, 22-23, 23- 24 School Years



Measure: Current performance and quantify the problem



- Over the last three years, the OSS rate has stayed consistently between 13.5%-18.5%.
- There was an increase in 2024 likely related to the adjustment of the HS tardy policy, which has been addressed in the 2025 SY (explains the jump from 13% to 18%).
- Between 2022-2024 the referral codes tied to the highest number of OSS include: Not in Assigned Area, Dangerous Behavior, Major Disruptions, Drug Use/Possession, Insubordination, Language to Staff, and Excessive Tardiness (2024 only).
- In the 2022-2024 school years, the population of students with IEPs who are receiving disciplinary consequences that result in OSS is a larger percentage than students without IEPs.

Analyze: Identify causes of the problems, any supports that may be lacking:

- Inconsistent classroom management strategies and practices throughout the building leading to increased Insubordination referrals.
- Students feeling a lack of belonging or lack of purpose to attend classes leading to increased Not in Assigned Area referrals.
- Supports that are offered and attempted to reduce and/or prevent Major Disruption Referrals related to interpersonal conflicts are not given the buy-in by students.
- Inconsistent partnerships between school staff, students, and families
- Supports that are offered in an effort to reduce and counteract exclusionary discipline include:
 - SEL curriculum provided to all students twice weekly in Advisory
 - PBIS program (CICO, Incentives)
 - Social work minutes (specifically tied to students with IEPs)
 - Drug/Alcohol Assessment Screening to reduce 10 days OSS to 5 days OSS



Improve: Steps towards improved action, current supports, SEL, restorative practices, etc.

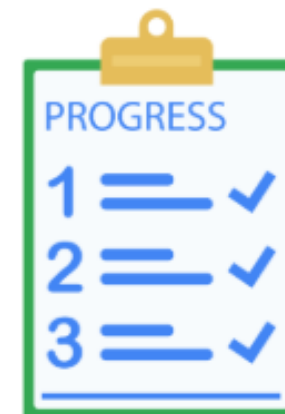
- Current supports include a twice weekly school wide SEL curriculum (Be Good People) which focuses on social-emotional supports focusing on lessons related to interpersonal conflicts, self-regulation strategies, managing peer pressure related to drugs/alcohol, etc. Currently, HHS operates a plan related to 'Huskie Points' which acknowledges that students will make choices that require consequences on the discipline matrix and loss of Huskie Points, however, those students can and will make positive choices that can put them in a position to earn Huskie Points back in a manner that is tied to the behaviors that caused the student to lose the points. The Huskie Point system is tied to athletics, clubs and organizations, and other extracurricular activities.
- Next steps: Nonviolent/nonaggressive DRU-1 offenses have previously been 10 days of Out-of-School Suspension, which can be reduced to 5 days of OSS if student/parent provide evidence the student participated in a drug assessment/counseling. We will also offer an In-School Suspension as an alternative to Out-of-School Suspension. Students will have a safety plan to include they bring no bookbags or other unnecessary items, no phone during the school day, and will be searched upon entry. They will also need an escort for any movement around the building. Students will also need to meet with their school counselor and/or social worker before returning back to the classroom. If this implementation shows success (reducing number of days of missed instruction, reducing the recurrence of the infraction), looking at offering this plan as an alternative for other offenses as well.



Control: Monitor and maintain improved progress; adjust supports as necessary

Continue to meet as an Administrative team and regularly monitor discipline data.

- Assess consequences on an individual student basis, focusing on the idea of a consequence reducing the recurrence of a behavior, working with students and families to find the appropriate consequences.
- Attend district SBC meetings and utilize input from other administrators and district offices individuals.
- Stay current on best practices in support of students.



Action Plan to Reduce the Use of Exclusionary Discipline - HHS



- Continue and improve on Advisory curriculum focusing lessons on behaviors and skills related to discipline infractions that are tied to higher OSS consequences
- Continue focus on Huskie Points, with addition and improvement of methods to earn back points in restorative manners aligned with the original discipline infractions
- Implement reduction of OSS days tied to nonviolent/nonaggressive discipline infractions by offering an alternative consequence of ISS with academic and behavioral support (ROE Interventionist, Social Worker, Para, etc.)
- Create opportunities for parents/guardians to be included more in the alternative consequence of ISS
- Offer trainings for Admin team and Social Workers on Restorative Practices and how to implement those practices to support students and reduce recurrence of infractions leading to OSS

Action Plan to Reduce the Use of Exclusionary Discipline - HMS

Key Strategies and Actions

1. Data Analysis and Monitoring
2. Professional Development for Teachers
3. Targeted Teacher Support
4. Restorative Practices Implementation



Next Steps



Board Approval on April 14, 2025

