



Board Meeting Date: January 8, 2024

Title: 2024-25 Secondary Courses ELA Change Recommendations

Type: Action

Presenter(S): Jody De St. Hubert, Director of Teaching and Learning; Bethany Van Osdel, Assistant Director of Teaching and Learning; Tess Bademan, Edina High School ELA Content Lead; and Heidi Degener, Edina High School ELA Teacher and Curriculum Review Lead

Description: The Edina Public School Board approved the PreK-12 Comprehensive Literacy Plan in the Spring of 2021. As part of our Comprehensive Literacy Plan, the Teaching and Learning department worked alongside the area leads to generate proposals for updates to the English Language Arts (ELA) course offerings at Edina High School. This report is intended to define the new courses being proposed for the English Language Arts Department. The ELA Guiding Change Document was a key artifact that guided the ELA curriculum course proposals. The proposals and recommendations have been generated by district and building staff, reviewed and refined through a department process and are being presented to the school board for consideration.

It is important to note that some of the courses being proposed are still under internal review. Board approval is a critical and timely step in the process. It is possible that some of the courses proposed may not be fully implemented. When applicable, this is noted in the course descriptions on the final pages of this report.

Recommendation: Review and approve the new English Language Arts course proposals.

Desired Outcomes from the Board: Review and approve the new English Language Arts course proposals.

Attachments:

1. [Comprehensive Literacy Plan - 6-12](#)
2. [EHS Course Catalog for Reference](#)
3. [8.14.23 ELA Course Guiding Change Document](#)
4. [Board Presentation](#)

BACKGROUND INFORMATION

The following staff members have been involved in the research, review, and re-design of the Edina High School English Language Arts course proposals. Thank you to this outstanding team for the dedication to the continuous improvement of the literacy programming in Edina Public Schools.

Tier 1 Design Team

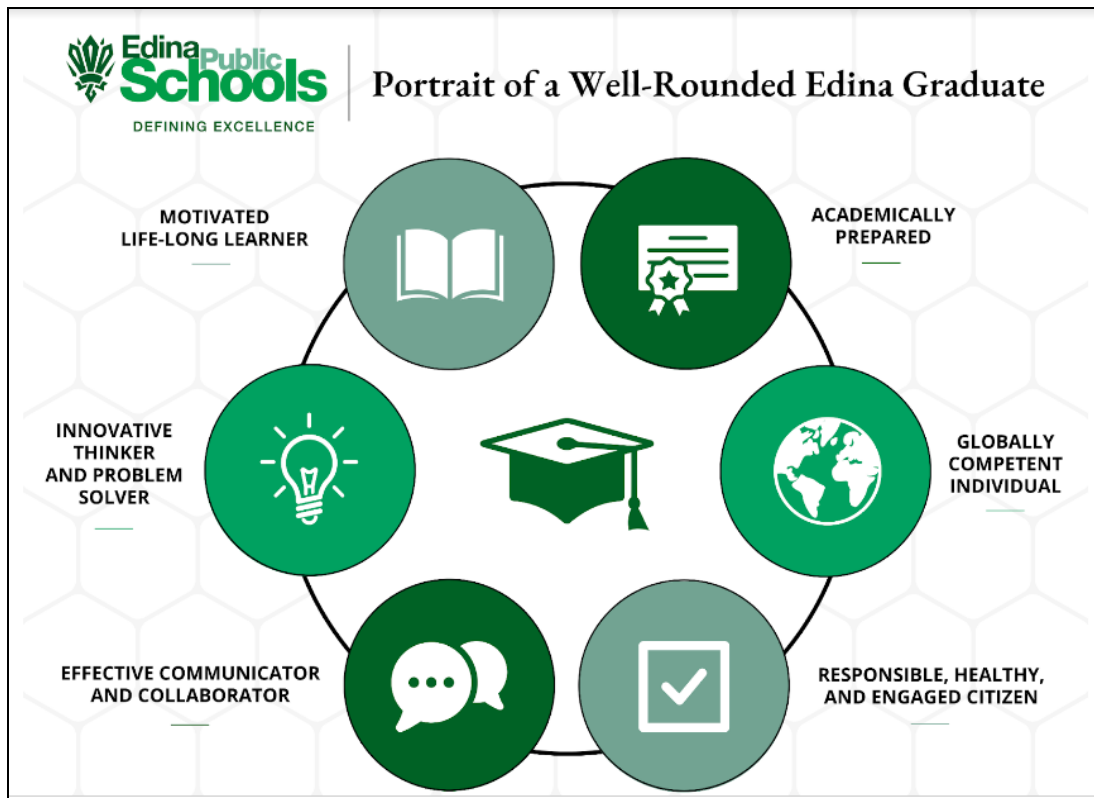
- Sarah Burgess - Edina High School, 9th Grade Teacher (College Reading Readiness) and Literacy Intervention Lead
- Tess Bademan - Edina High School, 10th and 12th grade ELA teacher
- Heidi Degner - Edina High School, 9th and 11th grade ELA teacher
- Bethany Van Osdel - Assistant Director of Teaching and Learning, Team Facilitator

Overview: The Edina ELA Department leads have been deeply engaged in the work of curriculum design as it relates to the Secondary Comprehensive Literacy Plan for the past 2 years. The team leads have closely followed implementation science and are committed to adding rich, rigorous and scaffolded options that open doors for our Edina High School students.

During the 2021-2022 school year a Reading College Readiness class was added to the ELA course offerings. In 2023-2024 the Reading College Readiness class was expanded to four sections. It is important to note that College Readiness will remain a critical part of the ELA course offerings.

Continuing to demonstrate a history of excellence, the team has identified several specific ways to improve upon current offerings to continuously strive for improvement. One area of improvement is to enhance the options provided for students in ELA. Adding options aims to empower educators and excite students. Another area of improvement is to provide more opportunities for students to earn college credits during the high school experience. A final area of improvement is to open doors for all students to engage in rigorous ELA experiences while receiving appropriate scaffolding and support when needed.

The new courses proposed by the Edina ELA department are in direct alignment with the Portrait of a Well-Rounded Graduate, as well as the approved Guiding Change document.



Edina High School English Language Arts Vision: To help students grow as readers, writers, thinkers, and creators by offering choices and opportunities that open doors to help them discover their possibilities and thrive.

The ultimate goal of the Edina EHS ELA plan is to be distinctive in English Language Arts. This will be accomplished by increasing the number of courses offered in ELA in a 3 year approach. These courses include:

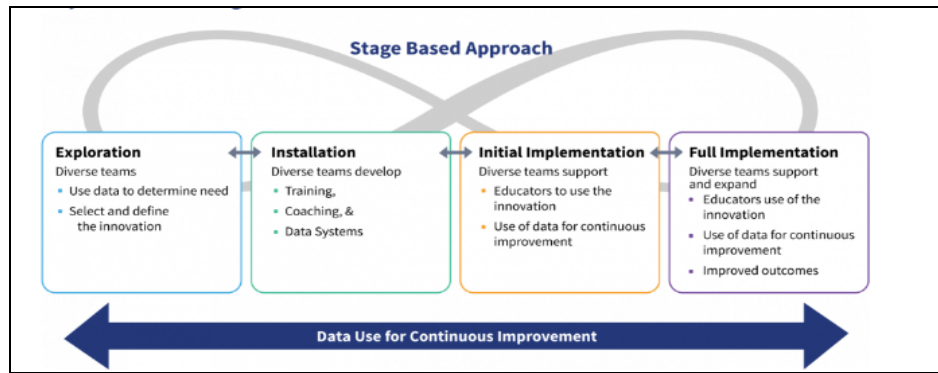
- 4 AP Courses
- College In The Schools (University of Minnesota)/CE Courses [partnerships with Concurrent Enrollment with Normandale Community College and College in the Schools with University of Minnesota - Twin Cities]
- Entry Point Project in College In The Schools (University of Minnesota) provides targeted students a jump start to college credit
- On-ramp pathways that open doors at every grade level
- Student choice at every level
- Differentiation based on student learning styles and student needs
- Travel Opportunity!

*“We are the course kids **have** to take; we want to be the course kids **want** to take.” Edina ELA teacher*

Implementation

The new courses are being implemented through a Stage Based Approach as it is defined by Implementation Science. In the stage approach, there are 4 main stages that outline the journey to the goal of full implementation.

The ELA Course Proposals were conceptualized in the fall of 2023 and, upon approval, are positioned for implementation throughout a 3 year process:



Stage based approach to implementation	Exploration	Installation	Initial Implementation	Full Implementation:
	<ul style="list-style-type: none"> Define current reality Unpack standards Research best practices Select and define the practice/program 	<ul style="list-style-type: none"> The program/practice has been identified and defined Professional Development and coaching are used to prepare for the implementation Resources are purchased Data systems are prepared 	<ul style="list-style-type: none"> Educators begin using the program/practice Data is collected around both implementation and student outcomes Adjustments and alignments 	<ul style="list-style-type: none"> More than 50% of educators are using the program/practice as intended Student outcome data is showing improved outcomes

This report will define the courses proposed for Year 1. The Year 1 courses are currently at the end of the Exploration stage. The implementation of Year 1 courses will move into the Installation Stage immediately upon approval. Courses proposed for Years 2 and 3 will be presented in upcoming years and progress into Installation in 2024-2026.

Priorities and Rationale

Year 1 priorities and rationale:

- Increase the amount of choice offered for EHS students in ELA.
- Provide on-ramps, scaffolding, and **targeted instructional matches** for students to access rigorous instruction and content.
- Provide opportunities for college credits for students during their 11th and 12th grade year.
- Offer differentiation through course options in order to better meet student needs and learning styles
- Enhance student choice to increase student engagement
- Ensure that all courses work to meet the same goal: prepare students to be successful in higher level English courses (College In The Schools (University of Minnesota), CE and AP)
- Enhanced professional development through partnerships with professors at the university level.

Year 2 priorities and rationale:

- Increased student **excitement** and **engagement** for required courses, especially in 12, works toward the goal of **improving school culture**.
- Teacher engagement** will improve with fresher options and smaller collaborative teams. [More course options, though, also means more preps.]
- Increased course choices are a priority. This puts EHS more on par with other area high schools' English offerings.
- Current department members added **teacher voice and creativity** to new course ideas.
- Including both 11th and 12th graders in the same course will likely improve course viability and increased **choice**.
- Adding College in the Schools [College In The Schools (University of Minnesota)] gives **another option** for college credit outside of AP courses and PSEO.
- Teaching 11 & 12 together mirrors the banding in MN ELA Standards.
- Continue to provide on-ramps, scaffolding, and **targeted instructional matches** for students to access rigorous instruction and content.

Year 3 priorities and rationale:

- Provide the Capstone experience in grades 11 and 12. AP Capstone™ is a diploma program from College Board based on two year long AP courses: **AP Seminar and AP Research**:
 - AP Seminar is a yearlong course in which students investigate real-world issues from multiple perspectives. Students learn to synthesize information from different sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. During the course, students complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score.
 - AP Research lets students deeply explore an academic topic, problem, or issue of interest to them. Students design, plan, and conduct a yearlong research-based investigation to address a research question, documenting their process with a portfolio. The course ends with a 4,000- to 5,000-word academic paper and a presentation with an oral defense which contribute to the overall AP Research course.
 - This offers an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.
 - Rather than teaching subject-specific content, these courses develop students’ skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.
- Potential 11-12 summer travel opportunity.
- Continue to provide on-ramps, scaffolding, and **targeted instructional matches** for students to access rigorous instruction and content.

Priorities and Rationale By Year

New/Revised Courses are highlighted in red

Classes not highlighted are currently in the course catalog

*There are multiple new classes that will add to choice for students over a three year period based on implementation science with attention to capacity. Additions include College in the Schools, AP classes, as well as a variety of class offerings to meet 11th and 12th grade standards.

Grade	Year 1: 2024-2025	Year 2: 2025-2026	Year 3: 2026-2027
9th Grade	English 9 Survey English 9 Roundtable College Reading Readiness 9	English 9 Survey English 9 Roundtable College Reading Readiness 9	English 9 Survey English 9 Roundtable College Reading Readiness 9
10th Grade	English 10 Survey English 10 Roundtable	English 10 Survey English 10 Roundtable	English 10 Survey English 10 Roundtable AP Seminar
11th and 12th Grades	11th Grade Only Compacted U.S. Literature 11th and 12th Grades AP Language and Composition AP English Literature and Composition	Full Year Courses: AP Language College In The Schools (University of Minnesota) Intro to Lit + AP Lit Semester Long Courses: College In The Schools (University of Minnesota): Writing Studio	Full Year Courses: AP Language College In The Schools (University of Minnesota) Intro to Lit + AP Lit AP Research Semester Long Courses:

	<p>College In The Schools (University of Minnesota):</p> <ul style="list-style-type: none"> Intro to Literature College In The Schools (University of Minnesota): Writing Studio <p>12th Grade Only Creative Writing Mass Media Genre Studies/Film & Lit 2 World Lit I & II Public Speaking</p>	<p>AP Seminar</p> <p>U.S. Lit I, U.S. Lit II, or College In The Schools (University of Minnesota) Amer. Lit., or Amer. Studies Science Fiction World Lit +Theater Heroes and Mythology Graphic Novels/Adventure Contemporary Voices Journalism/Podcasts Film (renamed) Creative Writing Public Speaking Public Speaking Reimagined College In The Schools (University of Minnesota): American Lit</p> <p>*Semester courses are subject to change based on stakeholder input and additional research/review.</p>	<p>College In The Schools (University of Minnesota): Writing Studio Literature of Place +Travel U.S. Lit I, U.S. Lit II American Studies Science Fiction World Lit +Theater Heroes and Mythology Graphic Novels/Adventure Contemporary Voices Journalism/Podcasts Film (renamed) College In The Schools (University of Minnesota): Creative Writing College In The Schools (University of Minnesota): Public Speaking</p> <p>*Semester courses are subject to change based on stakeholder input and additional research/review.</p>
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Graduation Requirements

Graduation Requirements in English (8 Credits)

Except for AP Seminar and AP Research, all courses must meet all of the state standards. This includes all courses offered in 11 and 12.

- **9th Grade:** English 9 Survey or English 9 Roundtable
- **10th Grade:** English 10 Survey or English 10 Roundtable
- **11th Grade/**
- **12th Grade:** 4 semesters of English

For **semester**-long courses, 1+ semester must be from the **Nonfiction** category and 1+ must be from the **Fiction** category.

“Child Find” Recruitment Process

This report identifies the new course options for Edina students in English Language Arts. Establishing options for students is a critical first step in the process of opening doors for students, however the ultimate goal is not to offer the options, but rather to ensure students are enrolling in the courses that will BEST help them reach their full potential and thrive.

To achieve this goal, a related step of equal importance is the process of recruitment.

Recruitment is the use of quantitative and qualitative data to identify students who may not be enrolling in advanced courses and, yet, may be a good fit for these courses. Once identified, there is a process for encouraging the students to enroll in these courses. The process might involve phone calls home, classroom visits, mentoring, etc. Once enrolled, ongoing support and coaching would be provided to ensure their success. This process is a collaborative effort of district leaders, site leaders, teachers, support staff and counselors to work together to systematize the process.

The recruitment process will be a high-priority, parallel project to the new course design and implementation.

Each and Every

In addition to providing a distinctive list of course options, Edina High School is committed to ensuring that students receive the support needed to reach their full potential and thrive. Some students need additional support with literacy on their learning journey. Over the past 3 years, EPS has implemented a reading course titled College Reading Readiness that helps striving readers be successful in their ELA courses and beyond.

The College Reading Readiness course seeks to develop skilled and critical readers. The course is intended for students who have been identified as needing extra support in reading. The purpose of the class is to assist students in improving their reading skills while also providing support with their current Pre-AP English 9 coursework (moving forward Survey 9 or Roundtable 9).

In this course, data is used to identify instructional matches for each student. That instruction is provided through evidence-based interventions, interactive reading and explicit instruction. Students are monitored frequently to ensure the instruction is meeting the needs of each learner. The course has grown from 2 sections in 2022-2023 to 8 sections in 2023-2024.

The course description is as follows:

College Reading Readiness 9

Grade 9

Prerequisite: Invitation Only

Full Year Course, Elective Credit, Letter Grade

Course Overview

The College Reading Readiness course seeks to develop skilled and critical readers. The course is intended for students who have been identified as needing extra support in reading. The purpose of the class is to assist students in improving their reading skills while also providing support with their current Pre-AP English 9* coursework.

Course Learning Goals

Students will:

1. work on foundational reading skills such as decoding and automaticity
2. expand their vocabulary through explicit practice with domain-specific words
3. increase background knowledge to scaffold their understanding of text
4. improve comprehension through the development of discrete reading skills
5. utilize active reading strategies for increased comprehension of written material
6. develop the metacognitive skills necessary to monitor, apply, and adjust reading strategies for increased understanding of the materials they read both independently and in Pre-AP English*

The number of students meeting proficiency in the fall of 9th grade has increased by 10% in just one year.

In 2023-2024, 10th grade students were also screened using the FASTBridge screener. Staff requested this process to help support them to identify the correct instructional matches for students beyond 9th grade. The screening process is available to staff to administer with students in 11th-12th grade, also.

Students scoring below benchmark in 10th grade are considered for an additional intervention burst provided by the intervention specialist. This process has just begun. Progress will be monitored and programming adjusted as needed.

**Moving forward, the College Reading Readiness Course will align with the 9th and 10th grade Survey Courses, however, students enrolled in the Roundtable Course will not be excluded from consideration.*

Opening Doors-Realizing Full Potential

The Edina Secondary Comprehensive Literacy Plan is committed to ensuring doors are open for students and that staff members are intentional about escorting students through those open doors.

The Secondary Design Team declared that the department will strive to ensure that:

- ALL students know where and how to access the open doors to all courses.
- Courses have consistent opportunities with strong academic support for all kids.
- Resources are intentional to escort students through the door.
- Students experience flexible grouping.
- All of our courses are open doors for all students.

The team has intentionally designed a robust course sequence that provides multiple on ramps for students. Each course will be an open door. Each course prepares students to access AP courses and/or College in the Schools courses.

Through the recruitment process, staff at the middle and high school will be informed on the choices available to students. Staff will then intentionally coach students to enroll in the appropriate courses that will best support their overall growth and future success. Once students are enrolled, staff is committed to coaching and mentoring students for success along the way.

COURSE REGISTRATION PROPOSAL FOR APPROVAL IN 2024-2025

Year 1: New Course Proposals

New Course Proposals: Edina High School

Department: English Language Arts

Course Title: English 9: Survey

Prerequisite: None

Grade: 9

Length: Full Year, S1 and S2

Meets Requirement for: English 9

Out of Class Work: Daily as needed

Fee: None

A survey course is a study of many types of literature and nonfiction.

Course Description: With teacher-supported reading and discussion, students will gain the critical thinking and writing skills needed to be successful in upper level English classes, including AP, CE, and College In The Schools (University of Minnesota) courses. In thematic units featuring short stories, nonfiction, poetry, plays, and novels, students will improve their reading, discussion, research, grammar, and writing skills. This course meets state graduation requirements.

Course Title: English 9: Roundtable

Prerequisite: none

Grade: 9

Length: Full Year, S1 and S2

Meets Requirement for: English 9

Out of Class Work: Daily as needed

Fee: None

A roundtable is a gathering for discussion.

Course Description: With a student-led accelerated format, students will read short stories, nonfiction, poetry, plays, and novels in preparation for the daily work in this class. With a higher degree of independence, students will extend their reading, discussion, research, grammar, and writing skills to prepare for the critical thinking needed to be successful in upper level English classes, including AP, CE, and College In The Schools (University of Minnesota) courses.

Course Title: English 10: Survey

Prerequisite: *Pre-AP English 9

Grade: 10

Length: Full Year, S1 and S2

Meets Requirement for: English 10

Out of Class Work: Daily as needed

Fee: None

A survey course is a study of many types of literature and nonfiction.

Course Description: With teacher-supported reading and discussion, students will gain the critical thinking and writing skills needed to be successful in upper level English classes, including AP, CE, and College In The Schools (University of Minnesota) courses. In thematic units featuring short stories, nonfiction, poetry, plays, and novels, students will improve their reading, discussion, research, grammar, and writing skills. This course meets state graduation requirements.

*Going forward, the prerequisite for this course will be English 9: Survey or English 9: Roundtable.

Course Title: English 10: Roundtable

Prerequisite: *Pre-AP English 9 - English 9 Survey or Roundtable starting in 2024 and beyond.

Grade: 10

Length: Full Year, S1 and S2

Meets Requirement for: English 10

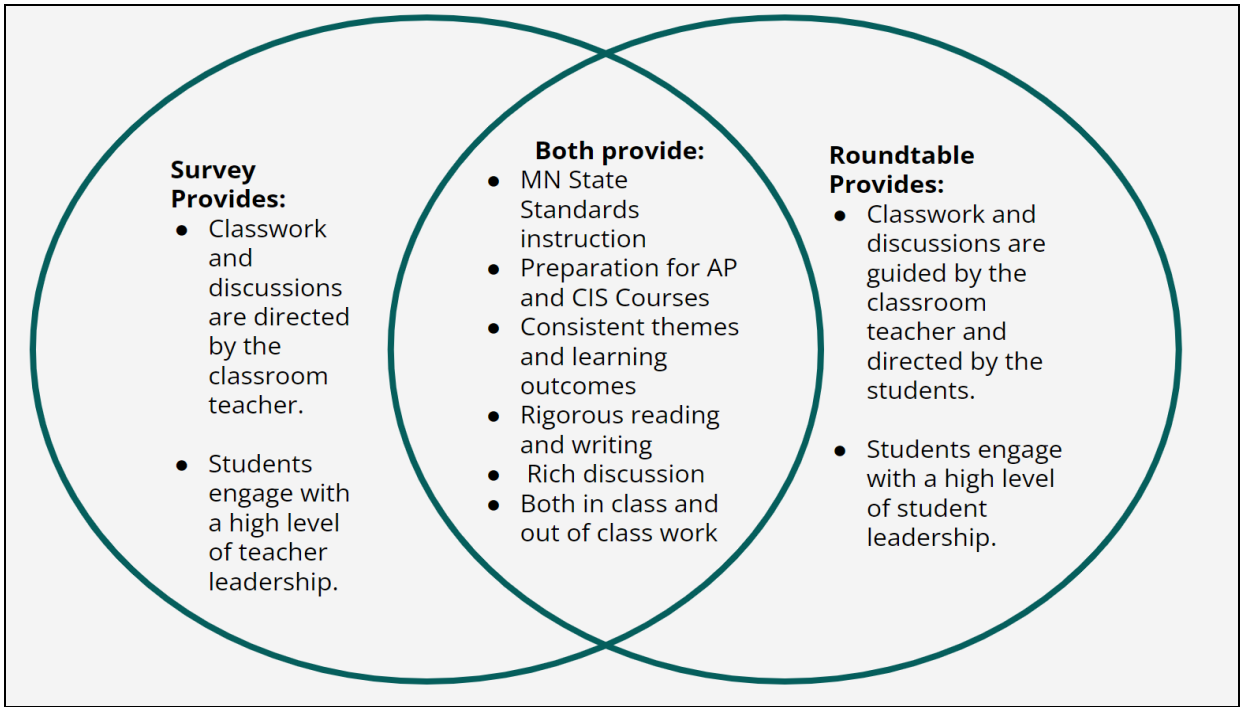
Out of Class Work: Daily

Fee: None

A roundtable is a gathering for discussion.

Course Description: With a student-led accelerated format, students will read short stories, nonfiction, poetry, plays, and novels in preparation for the daily work in this class. With a higher degree of independence, students will extend their reading, discussion, research, grammar, and writing skills to prepare for the critical thinking needed to be successful in upper level English classes, including AP, CE, and College In The Schools (University of Minnesota) courses.

*Going forward, the prerequisite for this course will be English 9: Survey or English 9: Roundtable.



Course Title: AP English Language and Composition

Prerequisite: *English 10 Survey or Roundtable (2024 and beyond)

Grade: 11

Length: Full Year, S1 and S2

Meets Requirement for: 2 semesters of ELA credits in 11 and 12 (non-fiction category)

Out of Class Work: Daily

Fee: None

Course Description: AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style. In addition to reading nonfiction, students will engage with fiction, drama, and poetry while also practicing public speaking and seminar-style discussion. This course prepares students for the AP Language and Composition exam.

*Going forward, the prerequisite for this course will be English 10: Survey or English 10: Roundtable.

Course Title: AP English Literature and Composition

Prerequisite: Recommended College In The Schools (University of Minnesota) Intro to Literature

Grade: 11-12

Length: Semester

Meets Requirement for: one semester ELA credit in 11 and 12 (fiction category)

Fee: \$0

Course Description: The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Course Title: College In The Schools (University of Minnesota): Writing Studio

Prerequisite: University of Minnesota directed: GPA of 3.0 or better; or has completed the ACT or Plan with reading and writing scores considered sufficient by the instructor; or has the recommendation of the teacher or counselor. In addition, there must be a pattern of consistent attendance.

Grade: 11-12

Length: Semester

Meets Requirement for: one semester ELA credit in 11 and 12 (non-fiction category)

Fee: \$0

Course Description: Writing Studio, also known as WRIT 1201 at the University of Minnesota introduces students to general writing strategies encountered at the college level. Through frequent practice and feedback, students learn to see writing as a tool for learning and a vehicle for the expression of ideas and informed views. Students also learn a working vocabulary for discussing writing.

***For the 2024-2025 school year only, juniors and seniors who enroll in College In The Schools (University of Minnesota): Writing Studio will take a 1 semester senior elective in addition to the course. In 2025-2026, students will have access to semester long courses for both 11th and 12th grades.**

Implementation pending internal approval of available resources and teacher approval from the U of M.

Course Title: College In The Schools (University of Minnesota) Intro to Lit/ ENGL 1001W

Prerequisite: University of Minnesota directed: Have a cumulative GPA in previously taken English courses that exceeds a 3.25, or be in the top 20% of their high school class AND be able to demonstrate to the College In The Schools (University of Minnesota) instructor ONE of the following

- The reading and writing skills necessary for success in the course, or
- A passion for reading and writing about literature.

Grade: 11-12

Length: Semester

Meets Requirement for: one semester ELA credit in 11 and 12 (fiction category)

Fee: \$0

Course Description: This is a writing-intensive course that also meets the University of Minnesota Literature Core requirement. From epic battles against monsters in legendary kingdoms to stories about characters in worlds similar to our own, literature engages us with the diverse perspectives and experiences that make up our communities and world. ENGL 1001W introduces students to ways of understanding and appreciating literature in English across cultures and historical periods. Throughout this course, we will develop skills to help us understand literature, especially the ability to read language closely (a skill valuable in many disciplines beyond literature). We will explore how writers use language and literary aspects, such as genre, voice, tone, symbol, motif, theme, imagery, narrative, and form. We also will learn how to write about literature, sharing our interpretations of how and why literary works have meaning for ourselves and others, while viewing them through critical cultural lenses, including ways to understand how gender, race, ethnicity, religion, and class can function in literary texts.

Implementation pending internal approval of available resources and teacher approval from the U of M.

Dropped Courses

The proposed courses are replacing some existing courses. These courses will be dropped and modified to become new courses. This chart is an illustration to assist in clarifying the changes:

Course dropped	New course(s)	Rationale for change
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PreAP 9	9th Grade Survey 9th Grade Roundtable	PreAP will split into two courses to allow for more choice for students. This will also allow for more differentiation for students, allowing for more variety in the course options for 9th and 10th grade.
PreAP 10	10th Grade Survey 10th Grade Roundtable	
AP US Literature (yearlong course) AP World Literature (yearlong course)	AP Language and Composition (semester course) AP English Literature and Composition (semester course) College In The Schools (University of Minnesota): <u>Intro to Literature</u> (semester course)	<p>Currently EHS offers two courses: AP US Literature for 11th grade and AP World Literature for 12th grade. Both are yearlong courses, and both courses are designed to prepare students for TWO very different AP exams, AP Literature and AP Language. The current format is very different from the College Board's vision for these AP English courses, which are intended to be separate courses, each preparing students for a different exam. The proposal moves these courses back to the format intended by the College Board.</p> <p>AP English Language focuses more on analyzing non-fiction works, such as news articles, essays, speeches, memoirs, and more. AP English Literature focuses more on analyzing works of fiction, such as poetry, short stories, novels, or plays.</p> <p>Dividing AP Lit and Lang will offer more pathways for students in English Language Arts. The addition of CIS courses will also provide more choices for students and allow students to earn a college transcript in the process.</p>

Course	Curriculum	Curriculum Writing/PD	Other expenses
Approximate Totals for 24-25:	\$250,000	\$11,200	\$7500
English 9 Survey	\$200,000 (this can be split into multiple payments)	\$0 During PD days	None
English 9 Roundtable	\$5,000	\$2,800 20 hours per teacher (4 teachers) -	None
College Reading Readiness 9	\$5,000	\$0 During PD days	None
English 10 Survey	(see above)	\$0 During PD days	None
English 10 Roundtable	\$5,000	\$2,800 20 hours per teacher (4 teachers) -	None
11th and 12th Grades AP Language and	AP Language and Composition: [210	\$2,800 20 hours per teacher (4 teachers)	None

<p>Composition</p> <p><u>AP English Literature and Composition</u></p> <p><u>College In The Schools (University of Minnesota):</u></p> <ul style="list-style-type: none"> • <u>Intro to Literature</u> • <u>College In The Schools (University of Minnesota): Writing Studio</u> <p>12th Grade Only</p> <p>Creative Writing</p> <p>Mass Media</p> <p>Genre Studies/Film & Lit 2</p> <p>World Lit I & II</p> <p>Public Speaking</p>	<p>copies of textbook: <i>The Language of Composition</i>] + \$649.50 [50 copies of <i>Their Eyes Were Watching God</i> adding to current EHS stock] + \$3357.90 [<i>The Seed Keeper</i>, meets MN Native Amer. author requirement, 210 @ \$15.99] + \$2160 [<i>Clybourne Park</i> 3 class sets, 40 @ \$18,] + \$191.76 [24 copies of <i>The Importance of Being Earnest</i> @ \$6.99 to add to current EHS stock = \$28,056.36</p> <p><u>AP English Literature and Composition and College in the Schools Intro to Literature:</u></p> <p>Plan A: \$6000 Plan B: \$5500 Plan C: \$4500</p> <p><u>College In The Schools (University of Minnesota): Writing Studio</u></p> <p>Plan A: \$2000 Plan B: \$1500 Plan C: \$1000</p>	<p>\$2,800 20 hours per teacher (4 teachers)</p> <p>\$1,120 = 4 PD days with U of M</p> <p>\$1,120 = 4 PD days with U of M</p>	<p>\$3,750 for student enrollment</p> <p>\$3,750 for student enrollment</p>
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