



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5223
www.hazelparkschools.org

Agenda

Special Board of Education Meeting

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

May 10, 2021

6:30 PM

Public Act 254 of 2020 provides that, commencing on April 1, 2021, public bodies may only meet remotely under specific circumstances (i.e. military duty, a medical condition or a statewide or local state of emergency or state of disaster). On March 26, 2021, the City of Hazel Park declared a continuing local state of emergency in the City of Hazel Park due to the Coronavirus (COVID-19) pandemic, allowing Board Members to participate in meetings electronically.

LOCATION AND FORMAT: The meeting will be held at the Ford Administration Building, 1620 E Elza Hazel Park, Michigan. It will also be live-streamed on YouTube and available through Zoom video conferencing. Presenters will be in-person. Members of the public wishing to speak during the public comment portion of the meeting may do so in-person, use Zoom "chat" during the Public Comment portions of the meeting or by emailing Board President, Laura Adkins, prior to the meeting at laura.adkins@hazelparkschools.org.

To join the meeting via Zoom, please use the following link: hazelparkschools.zoom.us/j/85798564621. Meeting ID: 857 9856 4621

INSTRUCTIONS FOR IN-PERSON MEETING ATTENDEES: Anyone attending the meeting in-person will be required to wear face covering and maintain 6' physical distance. Additional seating will be available in the gymnasium to accommodate any overflow.

CALL TO ORDER

ROLL CALL

APPROVAL OF THE AGENDA

PUBLIC COMMENT

NEW BUSINESS

A. Curriculum and Assessment - Part 1

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B. Superintendent/Student Advisory Committee

C. Curriculum and Assessment- Part 2

PUBLIC COMMENT

BOARD MEMBERS AND ADMINISTRATION COMMENTS

ADJOURNMENT

Any person with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at (248) 658-5220 at least five (5) days in advance of the meeting to request assistance.

All Official minutes of school board meetings are stored and available for inspection in the Ford Administration office at the above address.

This notice is given in compliance with Act No. 267 of the Public Acts Michigan, 1976

Curriculum, Instruction, and Assessment

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Board Workshop, May 10 2021








Dr. Carla Postell

Dr. Stephanie Dulmage



*K- 12 Curriculum
& Instruction*

2020-2021 Curriculum Department Priorities

- Develop 2020-2021 Curriculum and Instruction Focus - Loss of Learning Gains 
- At Home Packet Development 
- Analyze and Align Identified Essential Standards for Vertical and Horizontal Articulation 
- Gather Teacher Feedback to Inform Curriculum Revisions 
- Completion of the Curriculum Revision, Renewal and Adoption Handbook 
- Expand CFE Programming 
- Development of EC-8 Literacy Roadmap 

- Revise K-12 Curriculum and Embedded Assessments to Reflect Identified Essential Standards - June - August, 2020
- Develop a Fall 2021 Action Plan for the Roll-Out of Curriculum Revisions - August 2020
- Develop plan to write curriculum and renew resources/materials for special subject & elective courses during the next three years

Aligned - Beliefs & Strategic Plan Goals

- The school district supports the social, emotional, physical, and academic needs of each child in a caring, healthy, and safe environment.
- All students have the ability to learn.
- A culture that celebrates diversity promotes equity.
- Student achievement and social emotional learning are at the core of every decision.
- Students are successful when staff, families and community are engaged and support learning.
- Research based curriculum, aligned with state standards is the foundation for high quality instruction.
- Student driven learning environments foster self-efficacy and individual ownership of learning.
- Student success is fostered and supported through multiple pathways toward graduation

Strategic Plan Goals

Goal Statement - School Climate and Culture

The Hazel Park School District will provide a unified system of support for all students, embracing diversity and fostering a positive school climate.

Goal Statement - Curriculum & Instruction

The Hazel Park School District will develop innovative, independent and persistent learners who think critically, communicate effectively, and positively influence the local and global community.

Curriculum Revision Process

The Curriculum Writing Team (CWT) will work collaboratively to write and revise curriculum using the Understanding by Design (UbD) framework. Curriculum review and revisions focus on the following principles:

- Collection of ongoing feedback from teachers, building administrators, and other instructional staff
- Curriculum revisions (minor edits) may occur throughout the school year and during the comprehensive year-end review
- Determination of what students should know and be able to do as a result of their education will be a collective, rather than an individual decision.
- Development and revision of written curriculum that helps teachers, students, and parents clarify the specific knowledge, skills, and understanding that students should be able to transfer as a result of their schooling.

- Standards-based curriculum and identification of essential standards will reduce content and enable all parties to focus on essential and significant learning, understanding, and transfer.
- Designing and defining common evaluative criteria and assessments that will enable an individual teacher, a teaching team, the school, and students to monitor achievement and growth.
- Designing authentic and varied assessments, aligned to the essential standards.
- Curriculum and assessment development will support and follow the continuous improvement process.

The Assessing Bias in Standards & Curricular Materials Tool

enables users to determine the extent to which developed standards and curricular materials reflect educational equity (Fraser, 1998; GLEC, 2011).

The tool is built using culturally responsive standards to help one review content standards and materials and resources used in the class.



ASSESSING BIAS IN STANDARDS AND CURRICULAR MATERIALS

Created by:
Midwest and Plains Equity Assistance Center

February, 2017



Assessing Bias in Standards & Curricular Materials Tool**Standards Domain**

- I. Build Consciousness
- II. Reflect Students' Cultural Repertoires and View Them As Worthy of Sustaining
- III. Stimulates Social Improvement

Curricular Materials Domains

- I. Invisibility
- II. Stereotyping
- III. Imbalance and Selectivity
- IV. Historical Whitewashing
- V. Fragmentation and Isolation
- VI. Linguistic Bias
- VII. Cosmetic Bias

Assessing Bias in Standards & Curricular Materials Tool Sample

I. Standards: Build Consciousness

Content standards cultivate an understanding of how knowledge is constructed and that the co-construction of knowledge is the medium through which society defines itself.

Rate the standard or textbook content on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
<p>1.2 Support students to understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways in which knowledge is constructed within it (Banks, 1997).</p>				
<p>1.2. Support students utilizing collaborative processes with diverse people in knowledge construction to produce new understanding or knowledge that would exceed something that anyone alone could not achieve (Oksanen, 2017).</p>				

Assessing Bias in Standards & Curricular Materials Tool Sample

I. Curricular Materials: Invisibility

What You Don't See Makes a Lasting Impression (Sadker, n.d.)

The complete or relative exclusion of a group (Sadker, n.d, Invisibility section, para. 2).

Rate the standard or textbook content on the extent to which it evidences the visibility and inclusion of diverse narratives and practices	Strongly Disagree 0	Disagree 1	Agree 2	Strongly Agree 3
<p>1.1 Curricular materials include illustrations and depictions of people from diverse backgrounds (Ladson-Billings, 1995; Sleeter, 2005; Stovall, 2006; Duncan-Andrade, 2007; Gay, 2010; Paris, 2012; Laing, 2013; Paris & Alim, 2014; Aronson & Laughter, 2015; Waitoller & Thorius, 2016).</p>				
<p>1.2 Textbook content reflects the cultural histories, community practices, and cultural repertoires of people from diverse backgrounds (Paris & Alim, 2015; GLEC, 2016)</p>				

Understanding by Design Framework

Understanding by Design (UbD) is a framework for improving student achievement. The UbD framework is based on seven big ideas:

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning.
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance tasks.
4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan).
5. Teachers coaches for understanding. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful understanding and transfer by the learner.
6. Regularly reviewing units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.
7. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized.

Renewal and Adoption

K- 5 Math Investigation Update

Where We Are Now

- July 2020 Teachers Received Investigations Materials
- July/Aug 2020 Professional Development for K-5 Teachers
- Year 1 Adoption Kick Off(2020-2021)
 - Staff started the year w/all Investigations materials
 - Revised kick-off due to COVID
 - Investigations adopted as new math resource K-5
- 2020-201 Professional Development Sessions
 - SAVVAS Consultants
 - K-5 Pilot Team
 - K-5 Instructional Coaches

Where We Are Going

- Year 1.2 Adoption Kick Off
- Summer Professional Development Planning
- Investigations Professional Development 2021-2022
- K-5 Math Curriculum Revision

Curriculum Resource Adoption Cycle

Resource & Program Purchasing Adoption Cycle	July	August	September	October	November	December	January	February	March	April	May	June
Phase 1 Needs Assessment & Exploration			Needs Assessment & Goal Setting					Research and Explore Available Resources				
Phase 2 Pilot & Purchase			Resource/Program Pilot					Program Evaluation Request for Board Approval, Purchasing ,& Curriculum Alignment				
Phase 3 Installation			Professional Development, Initial Roll-Out and Y1 Implementation									
Phase 4 Curriculum Revisions & Y2 Implementation	Curriculum Revision, Y2 Implementation & Professional Development											
Phase 5 Evaluation	Professional Learning & Coaching, Data Analysis, Program Impact											
*The stated timeframe for each phase is a general benchmark. It is understood that there may be some variation in the timing of each phase.												

Curriculum Adoption & Purchase Cycle

Purchase Year	K-5	6 -8	9-12
2021-2022	ELA		
2022-2023	Science	Science Social Studies	Science Social Studies
2023-2024	Social Studies	ELA Math	ELA Math

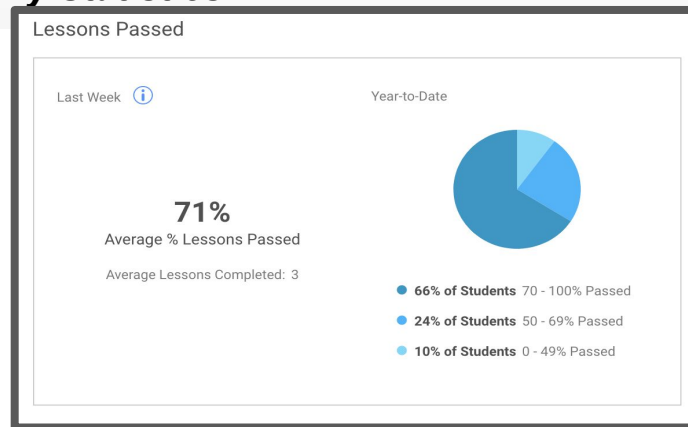
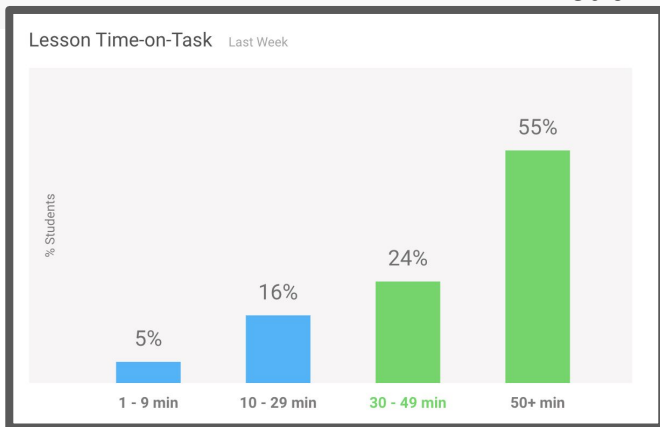
Assessment

I-Ready Personalized Instruction and Assessment Data

2020-2021 Goals - Planned and Achieved 

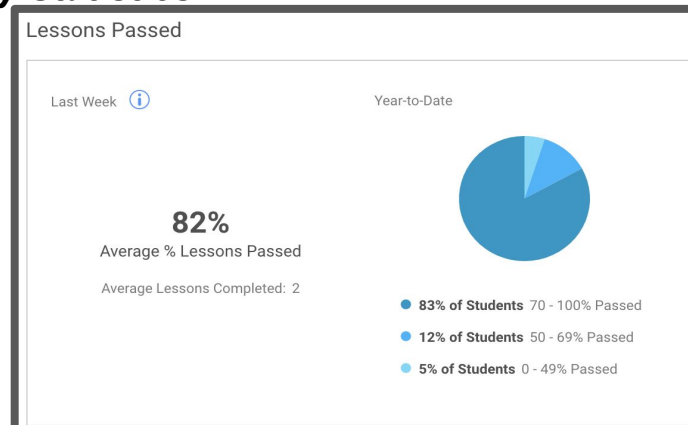
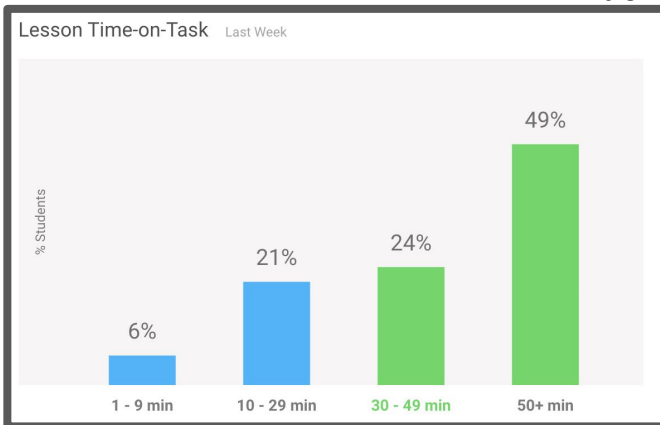
- To offer a streamlined assessment and instructional experience for students and teachers
- To bridge the gap between school and home through the use of i-Ready personalized instruction
- To provide personalized learning opportunities that targeted student-specific areas of focus (math and literacy)
- To have a consistent data source to inform instruction, professional learning, and student-specific interventions
- To comply with the State of Michigan's Benchmark assessment requirement
- Provide targeted professional learning and coaching to build teacher and leader capacity

Reading - Weekly Statistics



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Math - Weekly Statistics



How Are We Using the Data?

K- 5 Building-Specific Actions

i-Ready diagnostic assessment data

- Determine MTSS placement and appropriate interventions
- Guide individual and small group instruction (guided reading/math and ELA strategy groups)
- Understand a student's instructional strengths and areas of focus
- Inform grade-level problem-solving meetings and guide the selection of instructional strategies
- Monitor student growth and achievement
- Communicate to families strengths and struggles
- Use the instructional groupings and math-prerequisites report to differentiate instruction

iReady personalized instruction data is used for

- Provide targeted lessons in reading and math that meet the specific learning needs of each student
- Providing one to one tutoring to work on a lesson specific skill

6 - 8 Building-Specific Actions

- Grades 6-8 teachers meet on asynchronous Wednesdays to examine data and determine next steps
- Special Education staff use iReady data for IEP¹⁹ goals and SE teachers assign lessons specific to a student's reading and/or math goal
- All teachers have goals for classes to meet a certain number of minutes and/or lessons passed per week.

I-Ready Feedback

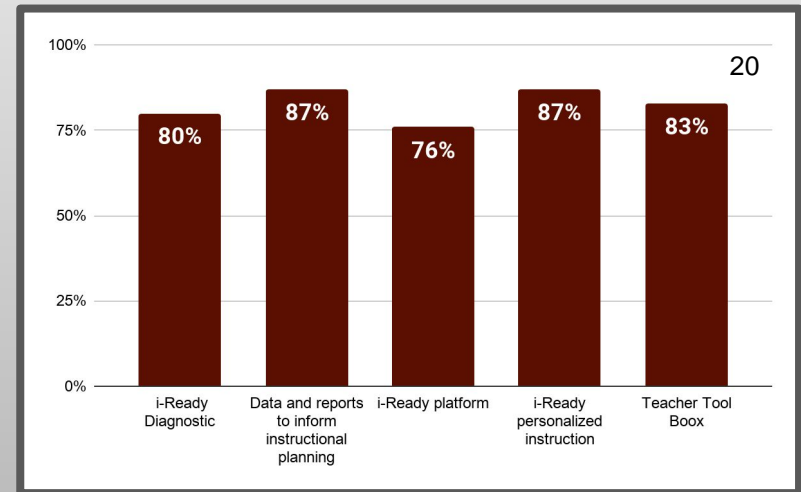
- Teachers have heard students make comments such as:
 - “I like doing i-Ready because it’s something that I am good at and is at my level.”
 - “I saw this in already in my math class and now this makes sense.”
 - “I forgot how to do that and now it refreshed my memory.”
 - “I like the math games in i-Ready”

- Teacher comments:
 - “I have seen students' skills sets improve with consistent usage. The instructor lessons are excellent and the students should be exposed to this so that vocabulary is reinforced in the classroom.”
 - “I-Ready allows students to progress at their own pace in relationship to their academic level.
 - “The prerequisite section of Math is amazing because students are already grouped appropriate lessons are suggested for me to choose from to support my students.”
 - “I love that I am able to access my students' personalized lessons when they are struggling to see how I may support them.”
 - “iReady was an great platform to use for individualizing instruction, especially throughout remote learning. Simple to track student engagement and address the needs of learners.”

Looking Ahead:

- Additional professional development for personalized instruction, reports, and growth monitoring
- Selecting and adding teacher-assigned lessons

Quality Rating of Above Average and Excellent



Current Data and Assessment Work

- Use of PSAT and SAT
- Department level review and use of curriculum embedded assessments
- Monitoring course completion rates/On-track graduation

Data and Assessment Priorities 2021-2022

- Use revised curriculum-embedded assessments to inform instruction
- Continue to review and analyze PSAT and SAT data
- Use the problem-solving driver to develop department and building level student learning and achievement goals

Thank You

