



WEST CHESTER AREA SCHOOL DISTRICT

Education Committee Meeting

May 8, 2023

7:00 p.m.

Spellman Education Center/Livestream

AGENDA

•	Public Comment	
★	Approval of April 11, 2023, Education Committee Meeting Minutes	
•	Targeted Support and Improvement (TSI) and Additional Target Support and Improvement (ATSI) Schools	C. Newton Woods J. Ronayne
•	Middle School Reading Intervention Pathway Presentation	K. Bailey
★	Approval of Teachers Curriculum Institute (TCI) Social Studies Alive! America's Past for 4 th & 5 th Textbook Recommendation	R. Eberly
•	Elementary Science, Technology, Engineering, and Mathematics (STEM) Presentation	R. Eberly I. Kerr
★	Committee Voting Item	

Public Comment Protocol

- Residents wishing to make public comment on agenda items must register prior to the start of the meeting.
- Public comments on agenda items will be taken at the beginning of the meeting prior to voting.
- Policy 903: Public Participation in Board Meetings governs public comment.
- The committee chair or designee will call residents in the order in which they signed in.
- A three-minute timer will be projected on the screen and will start after the speaker gives their name and township/borough.

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WEST CHESTER AREA SCHOOL DISTRICT
Education Committee

Tuesday, April 11, 2023
Spellman Education Center Board Room
Start: 7:08 pm – Finish: 8:16 pm

Attending Committee Members:

☒ Daryl Durnell (chair) ☒ Joyce Chester ☒ Laura Detre ☒ Alex Christy

Other Board Members:

☒ Gary Bevilacqua ☒ Karen Fleming ☐ Karen Herrmann ☒ Sue Tiernan ☐ Stacey Whomsley

Administration:

☒ Cheryl Newtown Woods ☒ Kalia Reynolds ☒ Michael Wagman ☒ Melissa Kleiman
☒ Sara Missett ☐ Kara Bailey ☒ Rebecca Eberly ☒ Ian Kerr ☒ Dina Dormer
☒ Kristen Barnello

Public Comment:

Name	Agenda item
Judi DiFonzo	Calendar

Items on Agenda:

- Approval of the March Education Committee Meeting Minutes
- Approval of Final Revised 2022-2023 School Calendar
- Curriculum Updates – Mastery Learning Exploration
- Curriculum Updates – STEEL Standards/Design Thinking
- Summer Programming

Education Committee Actions/Outcomes to be placed on April 27 2023 Board Agenda for Approval:

Agenda Item	Vote / Time Stamp
Approval of the March Education Committee Meeting Minutes	3-0
Approval of Final Revised 2022-2023 School Calendar	4-0

TSI and A-TSI Schools

Jim Ronayne
Cheryl Newton-Woods

PDE School Improvement and Accountability

The Every Student Succeeds Act (ESSA) provides PA with enhanced flexibility to designate and serve schools in need of support.

Support and Improvement Designations

SUPPORT DESIGNATION	BASED ON...
Comprehensive Support and Improvement (CSI)	School-wide performance <ul style="list-style-type: none">• The lowest-performing five percent of all schools receiving Title I funds in the State• <i>Any high school – Title I or not</i> – with a combined 4- and 5-year adjusted cohort graduation rate of 67 percent or less
Additional Targeted Support and Improvement (A-TSI) <i>(applies to all public schools, Title I or not)</i>	Performance by one or more student groups performing below CSI cut points
Targeted Support and Improvement (TSI) <i>(applies to all public schools, Title I or not)</i>	Performance by one or more student groups performing below established threshold

What does this mean for our school community?

- Schools designated for TSI or A-TSI are required to:
 - develop building level improvement plans that analyze school community strengths and challenges, and that set conditions for improved student outcomes—both academic and non-academic
- These plans require LEA approval from the Board of School Directors.

Our Schools and Their Designations

School	Designation	Student Groups
Greystone Elementary	TSI	Economically Disadvantaged English Learner Hispanic
Fugett Middle School	TSI	English Learner Hispanic
Pierce Middle School	TSI	Economically Disadvantaged Hispanic
	A-TSI	English Learner

Throughline of School Improvement Planning

Data Analysis & Needs Assessment

Student data, focus group, surveys, instructional data, attendance, behavior,
Essential Practice Ratings

Full Committee

Complete by end of March

Determine Priorities

Root Cause Analysis

classroom, school, district

School Committee

Complete by mid-late April

Evidence-Based Strategies Reviewed and Selected

School
Committee

Goals &
Action
Plans

Complete
by mid-late
May

February 2023

- Identification and learning
- Establish a steering committee
 - Principal, teachers, instructional leaders, district representatives, community members
- Set a vision for the work

March 2023

- Data Review
 - State Assessment Data
 - Local Assessment Data
- Reflect with PA Essential Practice for Effective Schools
- Root Cause Analysis

April and May 2023

- Establish Priorities
- Select evidence based strategies
- Create SMART goals with quarterly benchmarks
- Develop year long action plan

June 2023

- **June 12 Education Committee Meeting:**
 - Plans for each of the schools will be presented
- **June 26 Board Meeting**
 - School Board Directors will vote on approving the plans
 - Plans will be submitted to PDE after board approval

School Year 2023-2024

- Implementation of Action Plans
- Quarterly Monitoring
 - Reflect on action plan based on
 - Implementation
 - Effectiveness
 - Adjust course if needed



Middle School Reading Intervention Pathways

Reading Plus and Co-Teaching



Reading Intervention Teams



Fugett Middle School

Elizabeth Conaghan, Rebecca Peters, Josh Ciarrochi, Rod Moyer, Stu Krissinger, Dillard Brooks, Pam Lawrence, Christian Agudelo, Laura Mazzagatti

Peirce Middle School

Diane Squeri, Theresa Phethean, Steve Fitch, Sarah Agudelo, Nicole Lockhart, Mitch Hoffman, James McDaid

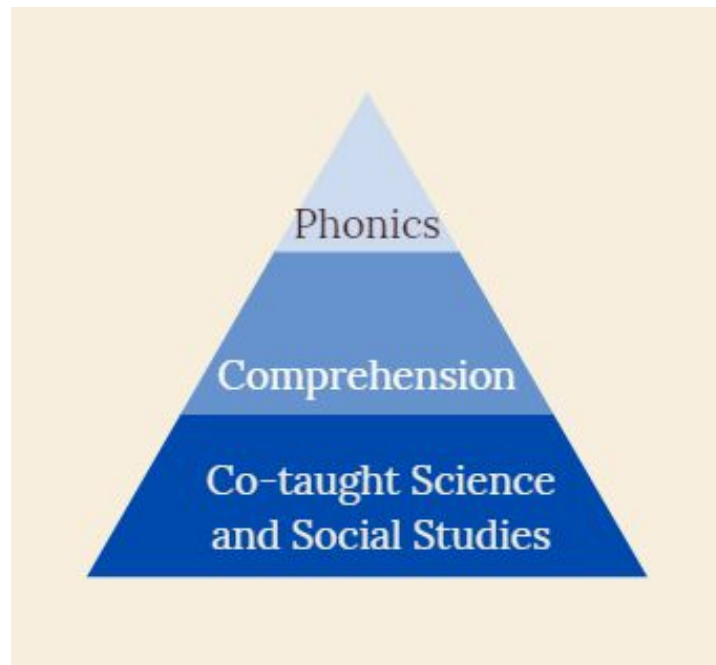
Stetson Middle School

Katie Mesi, Gerald Busz, Jackie McKenna, Stephanie Crecco, Andy Logan, Jamie Peck, Lisa Ramos, John Graham, Jessica Morris

Middle School Reading Intervention



- Placement determined by Student Data & Teacher Recommendations
 - **Phonics:** Wilson's WIST, previous progress in Phonics, and Spelling Inventory
 - **Comprehension & Co-taught:** Growth Measure Benchmark, iXL Diagnostic
 - Grades and recommendations from the educational team also factor into placement decisions for all three.



Wilson Just Words

- ▶ A structured literacy approach grounded in the Science of Reading
- ▶ Highly explicit, multisensory decoding and spelling program
- ▶ Designed for students with gaps in decoding proficiency
- ▶ Designed to be a one year program

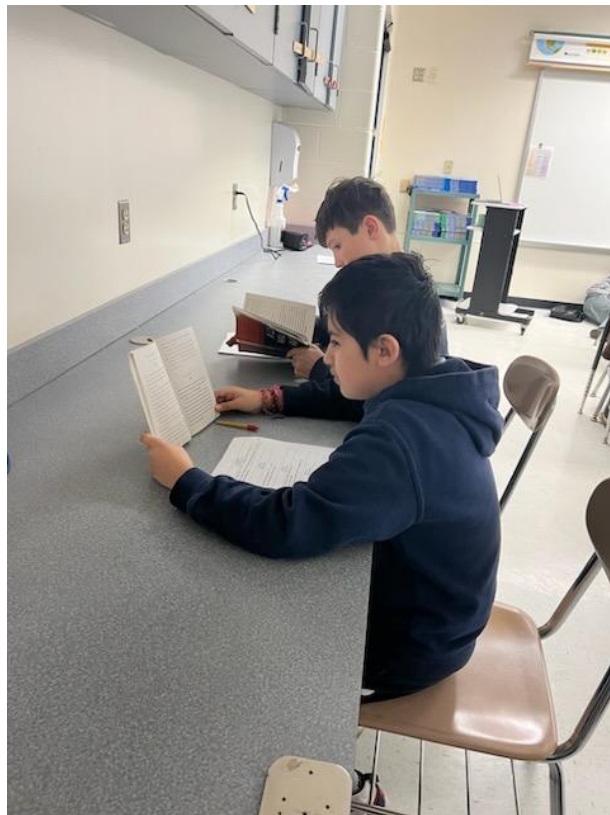


Reading Plus Comprehension



Personalized Comprehension Support

- ▶ Students are provided with targeted support in specific areas of comprehension.
- ▶ Focus on nonfiction reading skills and breaking down of comprehension supports.



Co-Taught Social Studies



Literacy Support in the Content Area

- ▶ Co-teaching partnership between Reading Specialist and Social Studies Teacher
- ▶ Implementing various styles of co-teaching (small group remediation and enrichment, parallel teaching, providing targeting reading supports)





WEST CHESTER AREA SCHOOL DISTRICT
Education Committee

To: Board of School Directors
From: Sara M. Missett, EdD
Michael Wagman
Cc: Kalia Reynolds, EdD
Date: May 8, 2023
Re: Consent Agenda Items for May 24, 2023, Board Approval

Consent agenda items are action items that are routine, high consensus, or policies the board has 1st reading approved with no changes for the 2nd reading. These usually do not require discussion by the Board. If any Board member wishes to discuss any item below, please request that it be placed on the regular agenda as a non-consent item.

Unless we hear otherwise, the following will appear under the Education Committee as consent item(s) for the May 24, 2023, School Board agenda:

Approval of the following Study/Excursion trip(s):
<ul style="list-style-type: none">• Henderson High School, PMEA All State Band – Pocono Summit, PA 04/19/2023 – 04/22/2023• Henderson High School, Academic Team – Atlanta, Georgia 05/26/2023 – 05/29/2023• East High School, Boys Tennis Team – Hershey, PA – 05/25/2023 – 05/27/2023

If after reviewing this information you have any questions, please feel free to contact Kalia Reynolds: kreynolds@wcasd.net or 484.266.1016.

WEST CHESTER AREA SCHOOL DISTRICT

No. 121AG1

APPROVED: August 1, 2015

REVISED: October 13, 2022

121AG1 Application for Approval of Study, Excursion, and Extracurricular Trips and Approval of Bus Transportation

Proposal	<input checked="" type="checkbox"/> New Trip Request	<input type="checkbox"/> Trip Revision Request	<input type="checkbox"/> Trip Cancellation Request
School	Henderson High School		
Teacher(s) in Charge:	Steve Sobieck, Brian Johnson		
Destination:	HS National Championship Tournament (HSNCT), Atlanta Marquis, Atlanta, Georgia		
Trip Day(s)/Date(s):	5/26/23 to 5/29/23 (Friday through Monday)	Competition	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
~ Overnight Trip:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> In State <input checked="" type="checkbox"/> Out of State <input type="checkbox"/> Out of Country	Name Tour Company:	
Special Instructions (rain date, etc.):	N/A		
How is it related to curriculum:	National Quiz Bowl Tournament. Questions are based on core curriculum.		
Objectives of the proposed trip:	HSNCT is a national competition which will designate a national champion.		
Number of Pupils:	10	Total Passengers:	12
Adult Chaperone to Student Ratio:	1 / 5	Per Pupil Cost:	860.00
Names of Teacher/Staff Chaperones:	Steve Sobieck, Brian Johnson		
~ Other Adult Chaperones:			
Nurses required on this trip:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	(refer to 121AG6)	
Estimated Cost			
	# Staff	# Days	Cost/Day
Substitute(s) Needed:	2	1	202.13
Agency Nurses Needed:			0.00
Name of Staff Member Driving Students:	Steve Sobieck, Brian Johnson		
Mileage/Tolls: (if applicable)			200.00
Hotel/Food/Airfare: (if applicable)			7,347.30
Registration/Entrance Fee: (if applicable)			1,610.00
Other Costs: ground transportation between hotel and airport			50.00
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Provided Transportation <input type="checkbox"/> Public Transportation			
<input type="checkbox"/> Bus <input type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach			
	# Vehicles	# Days	Cost/Vehicle
Buses/Rentals/Coaches			0.00
~ Rental Company/Carrier:	Delta Airlines		
Students Leaving From:	Henderson 5/26/23 (flight is at 5:30 AM)	at	3:00 <input checked="" type="checkbox"/> am <input type="checkbox"/> pm
Students Returning To:	Henderson 5/29/23	at	12:00 <input type="checkbox"/> am <input checked="" type="checkbox"/> pm
~ Request Drop off/Pick up (only if using Krapf):	<input type="checkbox"/> Yes <input type="checkbox"/> No	Drop at:	<input type="checkbox"/> am <input type="checkbox"/> pm
		Pick up at:	<input type="checkbox"/> am <input type="checkbox"/> pm
What are the planned activities to assist students who require financial assistance:			
Academic Team hosted			
Additional Information (bus w/lift, star seat, ski boxes, special instructions)			
Total Cost of Trip:	\$ 9,611.56	Pupil Cost:	\$ 8,600.00
Other Funded:	\$ 607.30	Total Cost to the District:	\$ 404.26
Requested By:	Steve Sobieck	Signature:	<i>[Signature]</i>
		Date:	04/24/2023
Approval			
Principal	Approved	<i>[Signature]</i>	Date: 4/24/23
Supervisor	Approved	<i>[Signature]</i>	Date:
Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services	Approved	<i>[Signature]</i>	Date: 4/29/23
Transportation:			Date:
Schedule Dates:		Contractor:	
Krapf Costs:		Additional Costs:	
Spellman Office Only: Overnight Trip will appear on the MAY 24, 2023 Board Consent Agenda.			

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Requested By: <u>Kendra Woywod</u> Signature: <u>Kendra Woywod</u> Date: <u>04/04/2023</u>																																																																																																																																																																																																												
Approval																																																																																																																																																																																																												
Principal			Approved		Date: <u>4/11/23</u>																																																																																																																																																																																																							
Supervisor			Approved		Date: <u>4/12/23</u>																																																																																																																																																																																																							
Director of: <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Pupil Services			Approved		Date: <u>4/14/23</u>																																																																																																																																																																																																							
Transportation:					Date: _____																																																																																																																																																																																																							
Schedule Dates:			Contractor:																																																																																																																																																																																																									
Krapf Costs:			Additional Costs:																																																																																																																																																																																																									
Spellman Office Only: Overnight Trip will appear on the <u>MAY 24, 2023</u> Board Consent Agenda.																																																																																																																																																																																																												

WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE
APPROVED: September 25, 2017
REVISED: August 19, 2019

121AG8 Application for Approval of Overnight PIAA Sanctioned Athletic Trip

PROPOSAL	<input checked="" type="checkbox"/> New Trip Request	<input type="checkbox"/> Trip Revision Request	<input type="checkbox"/> Trip Cancellation
School: <u>West Chester East High School</u>		Sport: <u>Boy's Tennis</u>	
Coach(s) In charge: <u>Mike Orenshaw, Marc Chafetz</u>		In Season: <input type="checkbox"/> Post Season: <input checked="" type="checkbox"/>	
Destination: <u>Boys Tennis - PIAA State Singles Championships, Hershey, PA</u>			
Trip Day(s)/Date(s): <u>Thursday, May 25th; Friday, May 26th; Saturday, May 27th</u>			
Number of Students: <u>2</u> Total Passengers: <u>4</u> % of Eligible Students going: <u>100</u>			
Adult Chaperone to Student ratio: <u>1</u> / <u>1</u>			
Names of Coach/Staff Chaperones: <u>Mike Orenshaw, Marc Chafetz</u>			
~ Other Adult Chaperones: _____			
Nurse required on this trip: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Refer to 121AG6)			

ESTIMATED COST	Number	Cost	Budget/Activity Code
Substitute(s) needed: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, how many: <u>2</u>		\$404.26	1-1100-000-00-54-954-315
Name of Staff Member Driving Students: <u>Marc Chafetz or Mike Orenshaw</u>			
Mileage/Tolls: (If applicable)		\$150.00	1-3200-000-20-30-953-580
Hotel/Food/Airfare: (If applicable)		\$2,150	1-3200-000-20-30-953-580
Meal(s): (allowance \$31.50/Adult, \$20.00/Student)		\$300	1-3200-000-20-30-953-580
Registration/Entrance Fee: (If applicable)		\$60	1-3200-000-20-30-953-810
<input type="checkbox"/> Walking <input type="checkbox"/> Parent Providing Trans. <input type="checkbox"/> Public Transportation <input type="checkbox"/> Bus <input type="checkbox"/> Van/Car Rental <input type="checkbox"/> Coach # of Buses/Rentals/Coaches _____ Coaches are driving personal vehicle			
~ Rental Company/Carrier: _____			
~ Request Drop and Pick (Krapf Only): <input type="checkbox"/> Yes <input type="checkbox"/> No			
Drop at: _____		at _____	<input type="checkbox"/> AM <input type="checkbox"/> PM
Pick up: _____		at _____	<input type="checkbox"/> AM <input type="checkbox"/> PM
Students Leaving From: <u>West Chester East</u>		at 2:30	<input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
Students Returning To: <u>West Chester East</u>		at 9:00	<input type="checkbox"/> AM <input checked="" type="checkbox"/> PM
TOTAL Cost of Trip: \$ 3064.26		Pupil Cost: \$ 0	TOTAL Cost to the District: \$ 3064.26
		Requested Travel Advance (Min. \$300): \$ 2660.00 <i>LS</i>	

Requested by: Mike OrenshawSignature: Handwritten SignatureDate: 5/2/23**APPROVAL**

Principal: Stephen Brann
 Athletic Director: Ryan Zehren
 Assistant Superintendent: _____

Approved: [Signature] Date: 5/3/23
 Approved: [Signature] Date: 5/3/23
 Approved: [Signature] Date: 5/3/23

Transportation: _____

Scheduled Date: _____

Contractor: _____

Krapf Cost: _____

Additional Cost: _____

Spellman Office Only: Overnight Trip will appear on the 5/24/23 Board Consent Agenda.

Co-Taught Science



Literacy Support in the Content Area

- ▶ Co-teaching partnership between Reading Specialist and Science Teacher
- ▶ Opportunity to infuse increased comprehension support and structured vocabulary
- ▶ Modeled, Co-taught and extended the teaching of the Partner Assisted Learning Strategy and Magnet Summaries in Science Classes.

Reader	Activity	Time
Partner A	Partner Reading	5 minutes
Partner B	Partner Reading	5 minutes
Both	Retelling	2 minutes
Partner A	Paragraph Shrinking	5 minutes
Partner B	Paragraph Shrinking	5 minutes
Partner A	Prediction Relay	5 minutes
Partner B	Prediction Relay	5 minutes
Total time required:		32 minutes

Co-Taught Professional Development

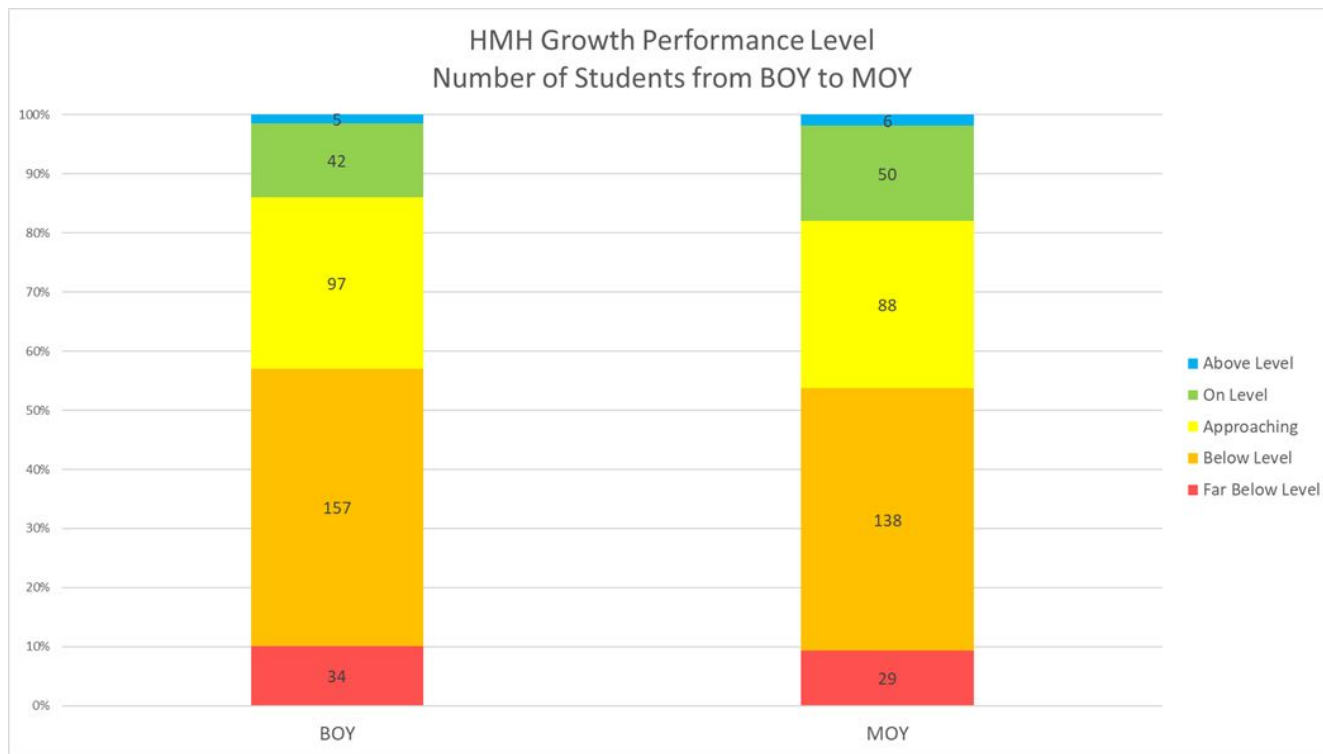


Reading Specialists as Instructional Leaders

- ▶ Attended the National Co-Teaching Conference at St. Cloud University
- ▶ November 8 Professional Development Day: Focus on building co-teaching partnerships
- ▶ Increase in collaborative planning time for content area teachers and reading specialists.



Student Growth



Beginning of
Year

Middle of Year

Stetson's Co-taught Geography class



Mrs. Mesi and Mr. Busz surveyed their class, asking the students to share their thoughts about being in a co-taught class this year.



Did you like this class this year?

19 responses

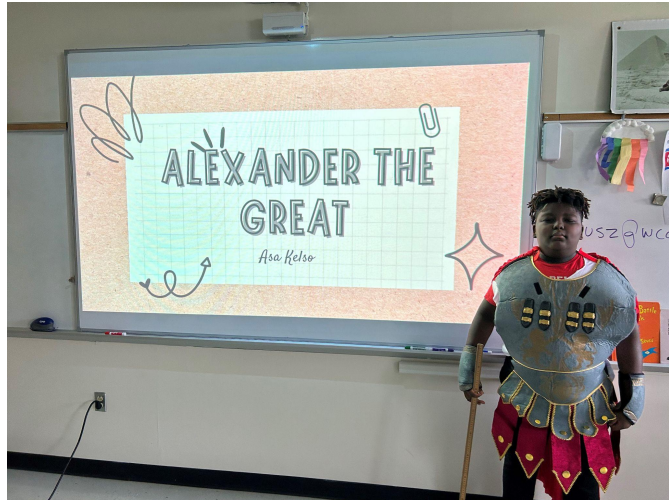


- Yes
- No
- Sort of

Stetson's Co-taught Geography class



Students were asked to share what they enjoyed about the class this year:



“I liked how they made social studies more fun and enjoyable this year than any other years I have been taught it.”

“I liked the support and kindness from my teachers.”

“I enjoy that you learn reading and social studies but in a fun way and that it is not just one teacher to help you; there are two.”

“Having good teachers that make learning fun.”

“The amazing learning part with Mrs. Mesi and Mr. Busz and their funny and thoughtful personalities.”

“I liked that you had someone to relate with and help explain things.”

Stetson's Co-taught Classes



Students were asked the impact the co-taught model has on reading & writing:

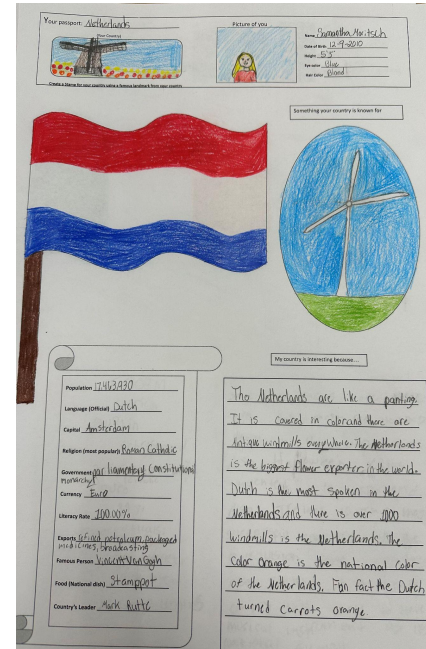
“Yes. Because Mrs. Mesi was there and taught me some tips and tricks for Language Arts.”

“Yes because I am not the best at reading and this class made me feel more confident about it.”

“Yes because we did a lot of PALS reading and that helped connect with other people and read with something I enjoy.”

“It made me better at researching things and writing what I learned.”

“Yes because it exposes us to different types of texts involving science which could help us in later years if maybe we have a job incorporated with anything with science.”



Peirce's Co-Taught Geography Class

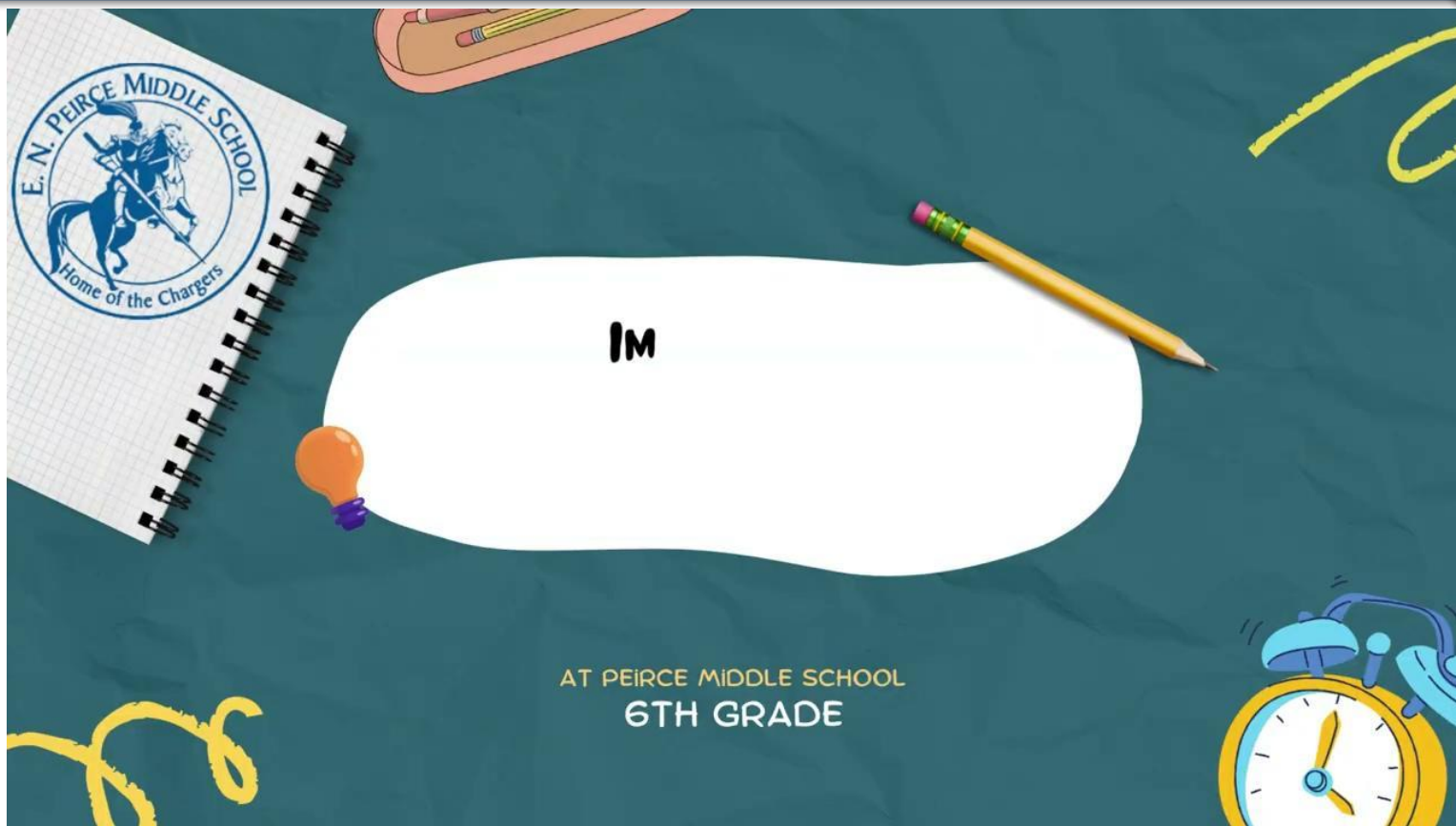


Literacy Support in the Content Areas

- ▶ Modeled Magnet Summary Strategy in all three Geography Classes.
- ▶ Modeled, Co-taught and extended the teaching of Magnet Summaries in Science Classes.
- ▶ Modeled and Co-taught Close Reading with Special Education Teachers
- ▶ Supports Job-Embedded Professional Development for teachers.



Peirce's Co-Taught Science Class



4th & 5th Grade Social Studies

Core Instructional Materials Recommendation

Dr. Rebecca Eberly

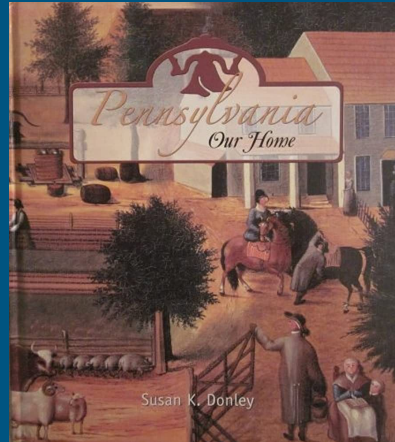


Why do we need new materials?

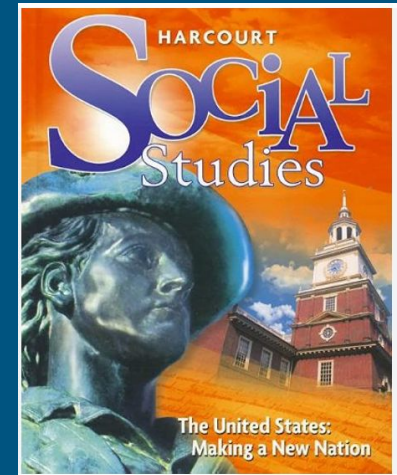


Our current texts were published in 2012. They are out of print and no longer supported by the company.

4th Grade



5th Grade



What do our students already know?

Kindergarten	1st Grade	2nd Grade	3rd Grade
Play-Based learning Building our school community Conflict Resolution Concepts of Time Basic map skills Basic economic terms	Theme-Based Learning Different Communities Geographies of different places Our Nation - Symbols and People Economic Understanding	Building leadership capacity Public goods & services Timelines & Chronology People in the economy	Interconnectedness with Government & Citizens Geographical Connection and Citizenship Deeper Economic Understanding

“Educating and inspiring our students to achieve their personal best.”

What do we teach in 4th Grade Social Studies?

Trimester 1: Indigenous Peoples and Early Colonization	Trimester 2: Colonial America	Trimester 3: Causes of American Revolution
<p>Unit Essential Questions:</p> <ol style="list-style-type: none">1. How has society changed over time?2. How did Indigenous Peoples live and work together? <ol style="list-style-type: none">1. How did geography influence exploration and the evolution of society?2. What were the reasons for trade and exploration?3. How does a group of people influence or change another group?	<p>Unit Essential Questions:</p> <ol style="list-style-type: none">1. Why do groups of people leave one area to live in another area permanently?2. Why did various settlements organize their governments differently?3. How does geography influence culture?4. How do trade and resources affect the economics of a community?	<p>Unit Essential Question:</p> <ol style="list-style-type: none">1. What are the economic, political, and geographic causes of the American Revolution?2. How does civil unrest lead to the organization of the people and governmental change?3. How do resources, strategies, and motivations affect the outcome of war?

“Educating and inspiring our students to achieve their personal best.”

What do we teach in 5th Grade Social Studies?

Trimester 1: Causes of Revolution & the Revolutionary War	Trimester 2: Constitution	Trimester 3: Western Expansion
Unit Essential Questions: 1. What are the economic, political, and geographic causes of the revolution? 2. How does civil unrest lead to the organization of the people and governmental change? 3. How do resources, strategies, and motivations affect the outcome of war?	Unit Essential Questions: 1. Why are compromises needed in a republican democracy? 2. How does history shape a government? 3. How does government maintain balance and order in powers?	Unit Essential Question: 1. Why do groups of people leave one area to live in another area? 2. How did geography influence exploration and the evolution of our society? 3. How did technology & transportation influence life and expansion at this time? 4. Why did the western movement intensify the debate over slavery?

“Educating and inspiring our students to achieve their personal best.”

Our Evaluation Process

- ❖ Dr. Eberly reviewed approximately 8 social studies products for consideration as our new 4th and 5th grade Core Instructional Materials.
- ❖ 4 were selected to bring to our District Social Studies Committee
 - The committee consists of 1 fourth and 1 fifth grade teacher from each of the 11 elementary schools, administrators, and representatives from ELD, Special Education, & Learning Support
 - TCI, McGraw Hill, SAVAS, InquireEd
- ❖ 2 were selected to bring to our Core Instructional Material (CIM) Committee
 - District Administrators, Building Administrator, Teachers, Parents, Students, and Board representation.
- ❖ CIM Process:
 - Received overview of process and the 2 core resources, & evaluation tool
 - Explored resources and provided feedback

Core Instructional Material (CIM) Committee

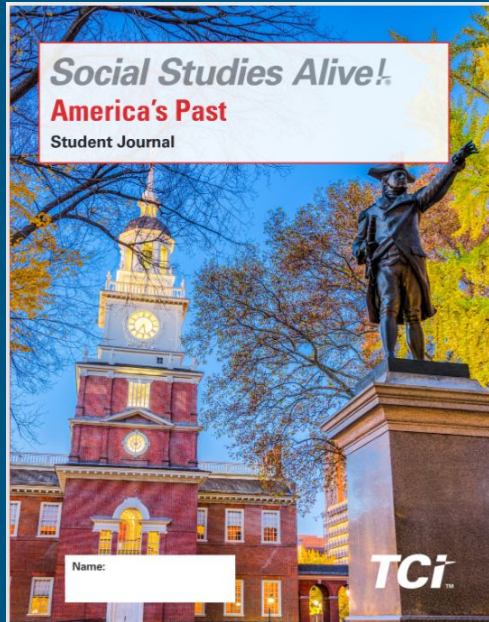
Sue Tiernan	District	Board Member
Rebecca Eberly	SEC	Assistant Director of Elementary
Deb Whitmire	SEC	ELA Supervisor
Una Martin	SEC	Interim Director of Equity
John Meanix	SWS	Building Principal
Candiss Brooks	GES	Teacher - GES 4th
Stephanie Cullen	FHE	Teacher - FHE 5th
Laura Raws	EBE	Teacher - EBE EL
Dorothy Shaller	EXE	Teacher - EXE 4th
Amy Day	EGE	EGE Parent
Maia Skeete	GES	GES Parent
Erin Lockledge	WTE	WTE Parent
Amy Iannelli	GAE	GAE Parent
Diana Munoz-Lopez	RHS	10th Grade RHS Student
Fiyin Osikoya	EHS	10th Grade EHS Student

Our Evaluation Criteria

- ❖ Current Essential Questions
- ❖ Technology Integration
- ❖ Readability / Accessibility for ALL learners
- ❖ Authenticity of history
- ❖ Cost of implementation

CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation					
Research-based Content					
Standards-aligned					
Learning Objectives					
Lesson Implementation/Preparation (for educators)					
Tech integration					
Target Audience					
Reflection of Diversity					
Respect for Diversity					
Multiple Viewpoints					
Reading Level					
Organization					
Style of material					
Instructions					
Activities					
Levels of Rigor					
Cost of implementation					

Our Recommendation – TCI: SS Alive: America's Past!



The resource created by teachers for teachers

- ❖ Hands-On
- ❖ Student-Facilitated
- ❖ Inquiry model of learning
- ❖ Multiple Perspectives
- ❖ Literacy
- ❖ Global Perspective
- ❖ Citizenship
- ❖ Reading the Word to Read the World

What is included?

- ❖ Print and digital access for 6 years
- ❖ Materials are also fully available in Spanish
- ❖ Reading level can be adjusted

Social Studies Alive! America's Past

 **También en Español**



Student Journal

Teacher's Guide

Social Studies Stories

Activity Cards

Online Platform

TCI

Standards-Aligned Content

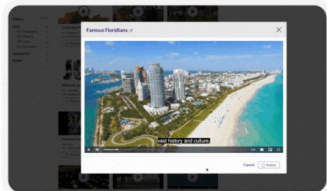
The TCI approach to Social Studies Curriculum Resources and Programs integrates proven teaching strategies, engaging content, and meaningful technology to excite students and foster their love of learning.

[View Standards Correlations](#)[TCI and ELA](#)

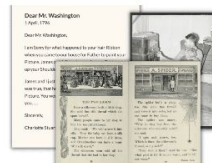
Engaging Activities

TCI's lessons provide flexible options. Take your students on a learning adventure with TCI's hands-on activities. Add videos, games, civics, and more to lessons with our ever-expanding learning libraries.

- ✓ Hands-on Activities
- ✓ Videos, Songs, and Games
- ✓ Civics
- ✓ Primary Sources
- ✓ Flexible Options
- ✓ And More!



ELA Integration



Informational Texts and Primary Sources

Social Studies Alive! integrates reading and writing to help students develop language arts skills. From our vibrant informational text to thought-provoking primary sources, each lesson has many opportunities to practice reading.



Unit Inquiry Projects

Each unit includes an Inquiry Project where students research a compelling question and use evidence from the reading to write an argument.



Social Studies Stories

The unit's Social Studies Stories explore different perspectives, literature, primary sources, and biographies.

Support for All Learners



Built-In Reading Support

Tools like differentiated reading levels, text-to-speech, main ideas, and highlighting provide extra reading support. Students can build their vocabulary with checks for understanding and vocabulary cards.



Spanish Immersion

TCI's programs are available in English and Spanish to support dual immersion classrooms and English Learners.

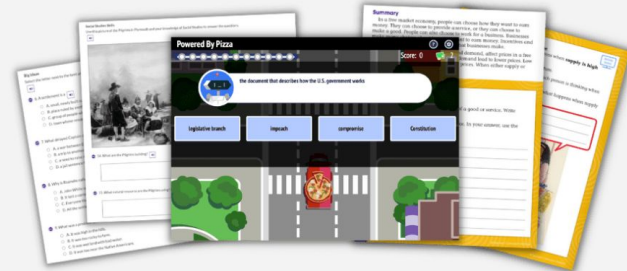


Differentiating Instruction

Each lesson includes adjustments to support English Learners, Learners with Special Education Needs, Learners Reading and Writing Below Grade Level, and Advanced Learners.

Assessments

Formative and summative assessments are woven throughout every TCI lesson and reading, including creative processing assignments, lesson games, and TCI's customizable tests. Assessment data is pulled into the grading dashboard so you can easily track student progress and analyze trends.



Next Steps

Pending Board Approval:

- ❖ Purchase materials 23-24SY Budget
 - Approximately \$240K
 - Previously approved by School Board during Curriculum Proposal for the 23-24 School Year
- ❖ Professional Development
 - August & Beyond
 - Access to TCI online professional learning resources
- ❖ Implementation
- ❖ Ongoing support

Thank you for your continued
support!



WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

108AG2 -CORE INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION FORM

Committee Members: Sue Tiernan (School Board), Una Martin (District Admin/Interim Equity Director), John Meanix (Building Principal), Deborah Whitmire (District Admin/K-5 ELA Supervisor, Rebecca Eberly (District Admin/Asst. Director of El Ed),	
Stephanie Cullen (5 th Grade Teacher), Dorothy Schaller (4 th Grade Teacher), Candiss Brooks (4 th Grade Teacher), Laura Raws (English Language (EL) Teacher), Maia Skeete (Parent), Amy Day (Parent), Amy Iannelli (Parent), Erin Lockledge (Parent), Diana Munoz-Lopez (Student), and Fiyin Osikoya (Student)	
Core Instructional Materials Considered: (1) TCI: SS Alive! and (2) McGraw Hill Impact	
Instructional Material(s) Being Recommended: TCI: SS Alive!	
Title: Teachers Curriculum Institute (TCI): SS Alive! America's Past	
Author: Bert Bower	
Publisher: Teacher's Curriculum Institute	Latest Revision: 2022
List Price: \$18	Copyright Date: 2022
Recommended for subject(s): Social Studies	
Grade(s): 4 th	
Recommended for students with high, average, low reading ability: Yes	
Results of Committee Voting:	
_15___ Affirmative Comments:	
__0___ Negative Comments:	

108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND ADOPTION FORM

Pg. 2 of 3

Below is the composite evaluation of the recommended materials by the CIM Selection and Adoption Committee. An explanation of the terms used follows the evaluation checklist.

CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation	7	3			
Research-based Content	8	2			
Standards-aligned	8	2			
Learning Objectives	7	3			
Lesson Implementation/Preparation (for educators)	8	2			
Tech integration	6	3	1		
Target Audience	7	3			
Reflection of Diversity	7	3			
Respect for Diversity	7	2	1		
Multiple Viewpoints	6	4			
Reading Level	6	4			
Organization	6	3	1		
Style of material	7	3			
Instructions	6	3	1		
Activities	6	4			
Levels of Rigor	6	3	1		
Cost of implementation	4	3	2		2

CONTENT AND METHOD

1. Theoretical Foundation: The material is based on current education and behavioral change theory and research. The theoretical underpinnings contained within the resources are described.
2. Research-based Content: The resources provide content that is research-based, accurate, and current.
3. Standards-aligned: The resources provide clear connections to the appropriate state and national standards
4. Learning Objectives: Includes clear, measurable learning and behavioral objectives. Objectives are clearly linked to theoretical underpinnings.

**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND
ADOPTION FORM**

Pg. 3 of 3

5. Lesson Implementation/Preparation (for educators): Includes all the materials and information needed for implementing the lesson, acquiring support materials, and preparing for the class (including guidelines for lessons).
6. Tech-integration: The program offers interactivity that highlights various technologies.
7. Target Audience: Identifies the intended audience and is tailored to this audience.
8. Reflection of Diversity: Reflects the diversity of the intended audience. Includes multilingual handouts and educational reinforcements when appropriate.
9. Respect for Diversity: Ideas and principles included in the materials respect all aspects of diversity.
10. Multiple Viewpoints: The materials present a balanced view of the topic, recognizing any aspects that are not yet clearly understood or open to debate.
11. Reading Level: All terminology is clear, correctly used and spelled throughout content. The materials are written at grade level which is appropriate for the intended audience.
12. Organization: Is logically and sequentially organized.
13. Style of material: Content displays evidence of understanding of principles of literacy and plain language (format, font, visuals, color, text construction, depth, detail, complexity).
14. Instructions: All instructions are easy to understand and follow.
15. Activities: Any activities used to reinforce the educational messages are practical to implement.
16. Levels of Rigor: The materials provide a means to offer students a varying level of rigor through differentiation.
17. Cost of implementation: Fiscally responsible pricing options exist.

(Any other points of special merit or omissions may be given on a separate and attached page.)

Reviewed by: _____ Date: _____ Approved: _____ Disapproved: _____ Return to _____
Committee

Superintendent

Education Committee

Final Board Action: _____

WEST CHESTER AREA SCHOOL DISTRICT

ADMINISTRATIVE GUIDELINE

APPROVED: August 1, 2015

REVISED: July 19, 2018

108AG2 -CORE INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION FORM

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List Price: \$18	Copyright Date: 2022
Recommended for subject(s): Social Studies	
Grade(s): 5th	
Recommended for students with high, average, low reading ability: Yes, recommend for all students.	
Results of Committee Voting:	
_15__ Affirmative Comments:	
__0__ Negative Comments:	

108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND ADOPTION FORM

Pg. 2 of 3

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CONTENT AND METHOD	EXC.	GOOD	FAIR	POOR	N/A
Theoretical foundation	5	5			2
Research-based Content	6	6			
Standards-aligned	7	5			
Learning Objectives	8	4			
Lesson Implementation/Preparation (for educators)	6	5	1		
Tech integration	7	5			
Target Audience	7	5			
Reflection of Diversity	8	4			
Respect for Diversity	8	4			
Multiple Viewpoints	8	4			
Reading Level	6	5	1		
Organization	6	4	1		1
Style of material	7	4	1		
Instructions	6	6			
Activities	7	5			
Levels of Rigor	6	5	1		
Cost of implementation	2	6			4

CONTENT AND METHOD

1. Theoretical Foundation: The material is based on current education and behavioral change theory and research. The theoretical underpinnings contained within the resources are described.
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**108AG2 - TEXTBOOK AND CORE NOVEL/NON-FICTION BOOK SELECTION AND
ADOPTION FORM**

Pg. 3 of 3

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Reviewed by: _____ Date: _____ Approved: _____ Disapproved: _____ Return to _____
Committee

Superintendent

Education Committee

Final Board Action: _____

Elementary Special: Design Thinking

WCASD Education Committee
May 8, 2023



Science

Technology & **E**ngineering

Environmental **L**iteracy

Sustainability

STEELS Standards

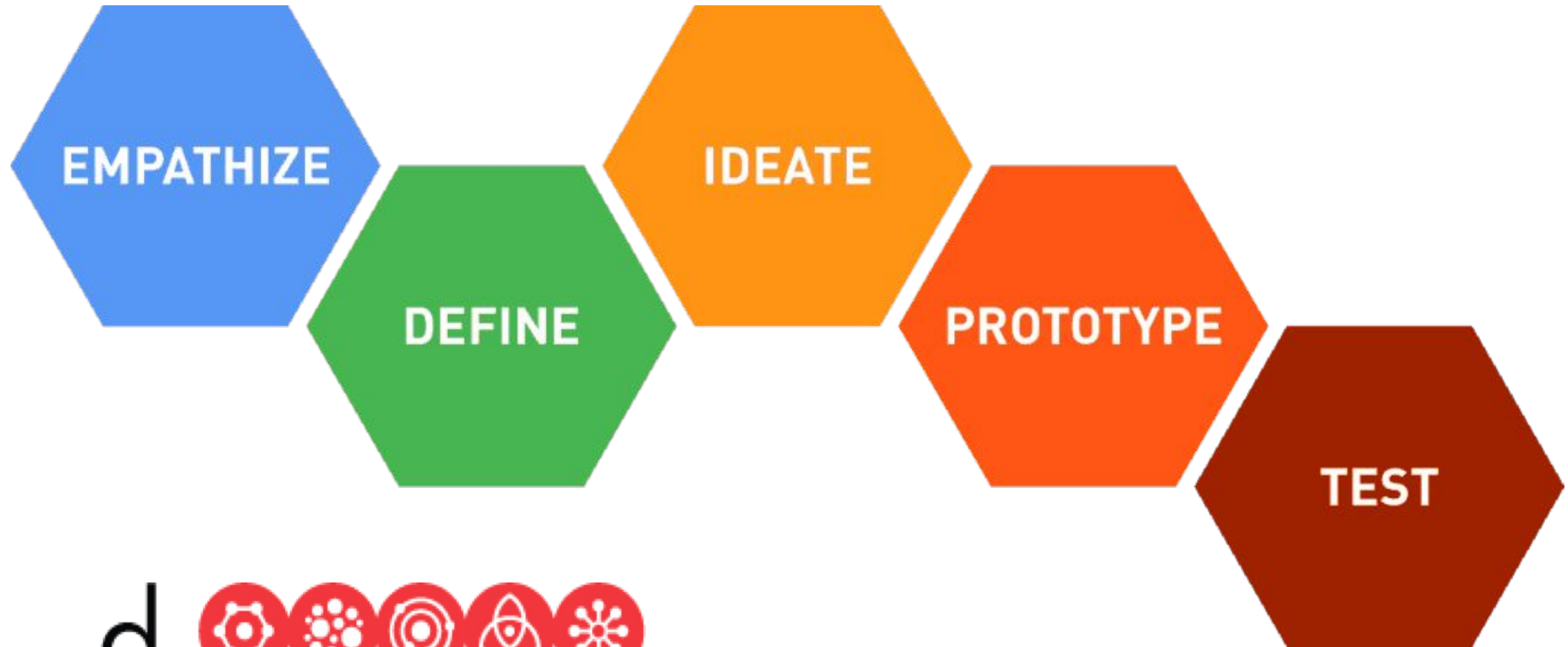


- Revised Standards Starting *July 1, 2025*
- Pennsylvania Department of Education's (PDE) Version of the Next Generation Science Standards (NGSS) which were First Released in 2013
- Phenomena-Based Practices & 3-Dimensional Learning



Drafted Vision Statement: WCASD Design Thinking

Other Districts



Design Thinking Planning



February, 2023	K - 12 STEM Vision Day
March, 2023	<p>Elementary Design Thinking planning</p> <ul style="list-style-type: none">● Logistics● Implications● Short-term & Long-term <p>Move forward with proposal for 2024-25</p>
May, 2023	Site visits to other districts

Design Thinking Planning



June, 2023	Hire Phase 1 teachers*
Summer, 2023	Professional Development on Design Thinking Continue building curriculum
2023 - 24	Continued updates to board & community with progress on curriculum design, team-building and planning

Design Thinking Planning



November, 2023	Propose Budget for 2024-25
March, 2024	Hire Phase 2 teachers
Summer, 2024	Continue Professional Development with entire team
July, 2024	Purchase necessary materials and supplies
2024-25	Year 1 of “Design Thinking” special

DRAFT 2024-25 Budget Requests



Item	Cost	Rationale
11 Staff Members	\$1,100,000	11 FTE to teach new course
Tech Materials	\$222,000	STEM-based materials for 11 buildings
Consultation w/ FluxSpace	\$3,600	Leaders in STEM field
Storage & Charging supplies	\$121,000	Need for safe storage and charging
TOTAL	\$1,446,600	

DRAFT 2023-24 Budget Allocation



Item	Cost	Rationale
23-24 Sub & Blue Card needs	\$10,600	3 full days of subs + weekly hour of blue card work
Professional Development	\$4,500	Fees for workshops for teachers + admin
TOTAL	\$15,000	Funds already budgeted for STEELS alignment work

Resources



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Sphero Indi



SAM Labs

Resources



Resources



Questions?

