

22nd Curriculum, Research, and Instructional Leaders Conference
***“Breaking Barriers: Advancing Strategic and
Tactical Solutions for Urban Education”***
July 8 – 11, 2025 – Westin Book Cadillac Detroit, Detroit, MI



Agenda-At-A-Glance

| | Tuesday, July 8 | Wednesday, July 9 | Thursday, July 10 | Friday, July 11 | |
|----------|---|--|-------------------------------------|---|---|
| 7:30 am | Registration (7:30 am – 4:00 pm) | Registration (7:30 am – 4:00 pm) | Registration (7:30 am – 1:00 pm) | | |
| 8:00 am | Breakfast (8:00 am – 9:00 am) | Breakfast (8:00 am – 8:45 am) | Breakfast (8:00 am – 9:00 am) | Breakfast (8:00 am – 9:00 am) | |
| 8:45 am | | Welcome & Keynote Speaker: Dr. Nikolai Vitti | | | Transition/Break |
| 9:00 am | Strategic Shifts: Leading Change with Evidence | | District-Led Presentations | | |
| 9:15 am | | | | | |
| 10:15 am | Transition/Break | Transition/Break | District-Led Presentations | | |
| 10:30 am | Role-Alike Sessions | Joint Role-Alike Session | | | |
| 10:45 am | | | | | |
| 11:30 am | | Lunch | | | Awards Luncheon (12:00 pm – 1:45 pm) |
| 12:00 pm | Lunch | Keynote Panel: Dr. Gloria Ladson Billings, Dr. Sue Dynarski, Dr. Cara Jackson, Dr. Michael Casserly | | | |
| 12:30 pm | | | | | |
| 1:00 pm | Keynote Speaker: Dr. Shawn Joseph | Transition/Break | Transition/Break | End of Conference See you next year! | |
| 2:00 pm | Transition/Break | | | | |
| 2:15 pm | Role-Alike Sessions | District-Led Presentations | Student Panel | | |
| 3:00 pm | | | Transition/Break | | |
| 3:15 pm | | | Role-Alike Sessions | | |
| 5:00 pm | | | | | |
| Evening | On-site Reception (5:30 pm – 7:30 pm) | Off-site Reception: Detroit Institute of Arts Museum (6:00 pm – 8:00 pm) | On Your Own | | |

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|--------------------|-------|---------------|---------------------|----------------------------|--------------------|
| Registration/Break | Meals | Joint Session | Role-Alike Sessions | District-Led Presentations | Evening/Receptions |
|--------------------|-------|---------------|---------------------|----------------------------|--------------------|

Agenda Key for Role-Alike Sessions

Academic Leaders:

Deputy Superintendents, Chiefs of Schools, Chief Academic Officers, Chief Innovation Officers, Principal Supervisors, Equity Leaders, Content (ELA/Literacy, Math, Science, Social Science) Leaders, Early Learning, Special Education, Social Emotional Learning, Mental Health, Restorative Practice Leaders, English Language Learner Leaders, Multi-Tiered System of Supports

Research Leaders:

Research, Evaluation, Assessment, and Accountability Leaders

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| 7:30 am – 4:00 pm | Conference Registration (Woodward Pre-Function) |
| 8:00 am – 9:00 am | Breakfast (Venetian Ballroom) Welcome and Opening Remarks |
| 9:00 am – 10:15 am | Strategic Shifts: Leading Change with Evidence CGCS academic and research leaders will facilitate a group discussion and interactive exercise focused on the strategic use of evidence-based practices and effective change management. District leaders will use this time to reflect on current performance trends, assess the impact of existing strategies, and identify opportunities to strengthen planning and implementation for the upcoming school year. |
| 10:15 am – 10:30 am | Transition/Break |
| 10:30 am – 11:00 am | Role-Alike Sessions |
| | Academic Leaders (Woodward AB) Setting the Stage: Mindset, Motive, & Methods (3 Ms) Academic Leaders will collaborate to “set the stage” during this interactive and meaningful session. Being the change you want to see in the world is no easy feat, especially given the current educational landscape. Participants will learn what it takes to establish mindsets, motives, and methods that will launch into a successful week of learning. Participants will also discuss how these 3Ms can be used to “set the stage” for a successful school year in their respective districts. Research Leaders (Woodward D) Research Director Icebreaker and Networking Kick off the conference by connecting with fellow research directors in an engaging and interactive icebreaker session. Build relationships, share experiences, and set the tone for meaningful collaboration throughout the week. |
| 11:00 am – 12:00 pm | Role-Alike Sessions |
| | Academic Leaders (Woodward AB) Laying the Groundwork for a Coherent & Aligned Curricular Framework – Building a Powerful Vision Building on Mindset, Motive, and Methods, this session will help district leaders lay the groundwork for establishing a powerful instructional vision that can be realized through a coherent and aligned curricular framework. Utilizing the <i>Supporting Excellence Framework, 2nd Edition</i> , participants will address initial steps in building a collective instructional vision and identifying areas of their current curriculum that could be enhanced with improved coherence and alignment. Research Leaders (Woodward D) Addressing Key Challenges in Leading Research in Urban Districts This session is designed for research directors to collaboratively tackle specific problems of practice in their work. Using a structured consultancy protocol, participants will present a specific professional dilemma, engage in reflective questioning, and receive constructive feedback from their peers. This discussion will lay the foundation for the work ahead, setting the stage for deeper reflection and solution-building throughout the week. |

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| 12:00 pm – 1:00 pm | Lunch (Venetian Ballroom) |
| 1:00 pm – 2:00 pm | Keynote Speaker (Woodward AB) <i>Dr. Shawn Joseph</i> , Interim Superintendent of Prince George's County Public Schools and Assistant Professor of Educational Leadership and Policy at Howard University |
| 2:00 pm – 2:15 pm | Transition/Break |
| 2:15 pm – 3:15 pm | Role-Alike Sessions |
| | <p>Academic Leaders (Woodward AB) Laying the Groundwork for a Coherent & Aligned Curricular Framework –Building a Roadmap from Research to Practice (Part 1) District Leaders will learn how their member district colleagues utilized research to translate their instructional vision, transformed instructional practices, and improved student outcomes. The <i>Supporting Excellence Framework Curriculum Quality Rubric, 2nd Edition</i>, will be introduced as a springboard for participants to use as they create and/or modify their roadmap to excellence, identifying barriers needing to be broken down, and addressing unfinished learning to close achievement gaps.</p> <p>Research Leaders (Woodward D) Addressing Key Challenges in Leading Research in Urban Districts (Continued) This session is designed for research directors to collaboratively tackle specific problems of practice in their work. Using a structured consultancy protocol, participants will present a specific professional dilemma, engage in reflective questioning, and receive constructive feedback from their peers. This discussion will lay the foundation for the work ahead, setting the stage for deeper reflection and solution-building throughout the week.</p> |
| 3:15 pm – 3:30 pm | Break |
| 3:30 pm – 5:00 pm | Role-Alike Sessions |
| | <p>Academic Leaders (Woodward AB) Laying the Groundwork for a Coherent & Aligned Curricular Framework –Building a Roadmap from Research to Practice (Part 2) Panel presentations on Key Features 1, 2, 5, and 6 from the <i>Supporting Excellence Framework</i> will feature Amanda Grossi, Jazleen Othman, and Carynne Conover from Newark Public Schools, along with Elizabeth (Liz) Triden from Detroit Public Schools.</p> <p>Research Leaders (Woodward D) Centering Data in the Strategic Planning Process In this session, we will explore the crucial role of data in strategic planning and the challenges of leveraging it effectively. Led by the Council's Director of Governance, AJ Crabill and Research Manager, Chester Holland, we will examine the key responsibilities of research directors in both planning and monitoring data in strategic planning. Additionally, we will discuss important contextual factors that shape these efforts, ensuring data-driven decisions that align with organizational goals.</p> |
| 5:30 pm – 7:30 pm | Onsite Reception (Venetian Ballroom) <i>Student Performance: Cody High School Drumline</i> |

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| 7:30 am – 4:00 pm | Conference Registration |
| 8:00 am – 8:45 am | Breakfast (Venetian Ballroom) |
| 8:45 am – 9:00 am | Transition/Break |
| 9:00 am – 10:15 am | <p align="center">Keynote Speaker (Woodward AB)</p> <p align="center"><i>Student Performance: Renaissance High School Chamber Orchestra</i></p> <p>Welcome and Introduction of Speaker</p> <ul style="list-style-type: none"> – Ray Hart, Ph.D., Executive Director, Council of the Great City Schools <p>Speaker</p> <ul style="list-style-type: none"> – Dr. Nikolai Vitti, Superintendent, Detroit Public Schools Community District |
| 10:15 am – 10:30 am | Transition/Break |
| 10:30 am – 11:30 am | <p align="center">Joint Role-Alike Session Academic & Research Leaders (Woodward AB)</p> <p>Bridging Research and Curriculum: Strengthening Academic Programming Bringing together curriculum and research leaders from Los Angeles Unified School District (LAUSD), this joint session will explore strategies for effectively integrating research into academic program development. Discussions will focus on selecting high quality resources, identifying key points for cross-department collaboration throughout the process, and ensuring programs are designed with evaluation in mind. Participants will also examine current challenges and best practices for fostering research-driven approaches to program development and curricular design.</p> <ul style="list-style-type: none"> – Dr. William Johnston, Senior Executive Director of Strategy, LAUSD – Dr. Frances Baez, Chief Academic Officer, LAUSD <p align="center">Cross-District Reflection & Discussion</p> |
| 11:30 am – 12:30 pm | Lunch (Venetian Ballroom) |
| 12:30 pm – 2:00 pm | <p align="center">Keynote Panel <i>Reimagining What’s Possible: Innovations, Insights, and Impact</i> (Woodward AB)</p> <p>Moderator</p> <ul style="list-style-type: none"> – Dr. Michael Casserly, Strategic Advisor, Council of the Great City Schools <p>Keynote Panel Speakers</p> <ul style="list-style-type: none"> – Dr. Gloria Ladson Billings, Professor Emeritus, University of Wisconsin-Madison, School of Education – Dr. Cara Jackson, Founder, Evidence Use in Education LLC, and Research Manager for the Center for Outcomes Based Contracting at the Southern Education Foundation – Dr. Susan Dynarski, Graham Professor of Education, Harvard University |
| 2:00 pm – 2:15 pm | Transition/Break |

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| District-Led Presentations – 2:15 pm - 3:00 pm | | |
| Room | Title and Description | Presenters and Districts |
| Crystal Ballroom | <p>Making Learning Local: How Districts Build Community-Centric Curriculum</p> <p>Join us for a rich exchange of ideas, strategies, and success stories as we celebrate the power of local voices. In this era where one-size-fits-all materials often fail to move the dial, community-centered curriculum offers a way to transform the educational landscape through materials that reflect and center the voices and needs of the communities we serve. In this session, participants will hear from three districts that have supplemented, revised, or rebuilt their curricula to incorporate local histories, languages, texts, and contexts. District leaders will share the unique challenges that led them to prioritize localized materials, steps they took to ensure the process worked for their stakeholders, strategies they used to support implementation, and the impact these efforts have had on teaching and learning. Come explore how thoughtful, district-driven curriculum design can help us create a more inclusive educational future.</p> | <ul style="list-style-type: none">Jane Fleming, Director of Literacy, Chicago Public SchoolsMelissa Aviles-Ramos, Chancellor, New York City Public SchoolsMike Feeney, Executive Director, Elementary Education, Pinellas County SchoolsPaul Wilson, Senior Education Lead, Public Consulting GroupKatanna Conley, Ph.D., Senior Managing Education Advisor, Public Consulting Group <p>Diamond Sponsor: Public Consulting Group</p> |
| Woodward C | <p>Philadelphia’s Not Counted Out! Accelerating Philly Math</p> <p>In this session, The School District of Philadelphia (SDP) team will share the strategic efforts of system leaders to accelerate math achievement by centering schools as a primary unit of change. They will share their strategies for system implementation of High-Quality Instructional Math Resources across all schools and strategic efforts to monitor and support effective implementation. All of these efforts are a part of the district’s strategic plan to Accelerate Philly and ensure that SDP becomes the fastest improving large urban school district!</p> | <ul style="list-style-type: none">Dr. Jermaine Dawson, Deputy Superintendent of Academic ServicesDr. Nyshawana Francis-Thompson, Chief of Curriculum and Instruction <p>The School District of Philadelphia</p> <p>Diamond Sponsor: Imagine Learning</p> |

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| Woodward D | <p>Silos to Synergy: Creative Strategies to Integrate Social, Emotional, and Behavioral Supports with Academics</p> <p>In large urban districts, curriculum leaders are uniquely positioned to shape systems that address both academic achievement and student well-being—but siloed initiatives and limited capacity often stand in the way. This session explores how Austin ISD partnered with CharacterStrong to design and implement a comprehensive MTSS framework that truly integrates social, emotional, behavioral, and academic supports. Through a lens of creative problem-solving and system-level design, participants will learn how the district:</p> <ul style="list-style-type: none">• Centered adult behavior change to drive classroom and school-wide implementation• Equipped educators with low-burden, high-impact Tier 1, 2, and 3 strategies• Built internal expertise by empowering school-based champions• Aligned SEL and behavior efforts with academic goals and the district strategic plan• Used visibility and storytelling to spotlight momentum and build ownership | <ul style="list-style-type: none">• Krystal Colhoff, Director of Multi-Tiered Systems of Support, Austin Independent School District• Dr. Clay Cook, Chief Development Officer, CharacterStrong• Dr. Alisha Hill, Executive Director of Professional Services, CharacterStrong• Sarah Mathew, CharacterStrong• Britt Shurley, CharacterStrong <p>Diamond Sponsor: CharacterStrong</p> |
| Founders A | <p>AI for All: Bridging the Digital Divide in Urban Education</p> <p>Recognizing that "access to AI education is not just a privilege—it’s a necessity," District 19 has partnered with MagicSchool to integrate generative AI within K-8 curricula, provide hands-on training for educators and administrators, and engage families through informative workshops. This comprehensive strategy ensures AI education is both accessible and sustainable, embedding culturally responsive content and inclusive pedagogical practices that empower students not merely as consumers but as creators and leaders in the AI era. This initiative showcases how strategic use of data and meaningful community engagement drive sustainable change and the implementation of high-quality curricula in urban education. As highlighted in the recent article "The human edge in the AI era," embracing AI in education demands a commitment to continuous learning and adaptation, effectively preparing students for future challenges. Conference participants will leave with actionable insights for building equitable, future-ready learning environments that bridge the digital divide and empower every child to succeed.</p> | <ul style="list-style-type: none">• Teneika Benn, Ed. D., Founding Principal, District 19• Jabari K. Edwards, Principal, District 19 <p>New York City Public Schools</p> <ul style="list-style-type: none">• Dr. Shawn Joseph, Ed.D., Interim Superintendent, Prince George's County Public Schools• Sarah Marr, Regional Vice President, MagicSchool• Gerry Denza, Account Executive, MagicSchool <p>Diamond Sponsor: MagicSchool</p> |

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| Room | Title and Description | Presenters and Districts |
| Crystal Ballroom | <p>Fresh Ideas: Effective Practices to Support Freshmen in Guilford County Schools</p> <p>Harder classes, unfamiliar teachers and students, and bigger buildings to navigate – freshman year is marked with many potential challenges. National research has shown that ninth grade is a make-or-break year when it comes to graduating from high school. Learn how Guilford County Schools used a mixed methods approach and stakeholder engagement strategies to understand how to improve school supports for rising freshmen and inform a districtwide comprehensive transition plan. Our approach prioritized student and administrator voice to understand current challenges and practices, as well as a difference-in-difference analysis to understand the impact of the specialized freshman academy model.</p> | <ul style="list-style-type: none">• Dr. Jimmy Leak, Interim Director of Accountability, Research and Planning• Dr. Kimberly Steinke, Chief Exceptional Children and Student Support Service Officer <p><i>Guilford County Schools</i></p> |
| Woodward AB | <p>Scoring Big in Advanced Placement: Accelerating Access and Equity Through Data-Driven Strategy</p> <p>This session will showcase a comprehensive Advanced Placement (AP) strategy adopted by the Detroit Public Schools Community District designed to expand access, accelerate instructional quality, and actualize student success through the intentional use of data and collaborative professional learning. Grounded in a theory of action that connects equity with excellence, this strategy leverages data at every level to meet three districtwide goals: (1) expand participation in Advanced Placement courses in underrepresented schools, (2) strengthen AP instructional quality at all schools, and (3) increase the number of students earning college credit through AP exams. Presenters will also share how school-based instructional leaders and AP teachers are supported through recurring Professional Learning Communities (PLCs) focused on data-driven collaboration. Participants will examine how a wide range of data, including AP Potential reports derived from P/SAT results, AP Instructional Planning Reports, AP Classroom usage data, classroom observation data, student work artifacts, and school-level participation trends to inform goal setting, guide resource allocation, and shape instructional support at scale.</p> | <ul style="list-style-type: none">• Dr. Sharon Hopkins, Assistant Director of Accelerated Programs• Dr. Angela Sherman, Senior Executive Director of Curriculum and Instruction <p><i>Detroit Public Schools Community District</i></p> |

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| Woodward C | <p>District Leadership and Implementation Teams as Levers of Teaching and Learning to Maximize Capacity Building in Math and ELA Across the District</p> <p>Guilford County Schools leveraged District Leadership and Implementation teams as strategic levers to maximize capacity building in Math and ELA across the district. This session will explore how cross-department collaboration fostered instructional alignment, enhanced professional learning, and strengthened leadership structures to drive student success. Participants will gain insights into how Guilford County Schools built a cohesive framework for sustainable instructional improvement, utilizing implementation teams to support teachers, refine curriculum, and create data-driven strategies. Join us to discover how a districtwide approach to leadership can bridge departments, empower educators, and improve outcomes in core academic areas.</p> | <ul style="list-style-type: none">Emily Hare, Director of MathematicsAshley Hewitt, Director of Literacy <p>Guilford County Schools</p> |
| Woodward D | <p>Coaching Our Coaches: Building Instructional Coach Capacity at Scale</p> <p>In this experiential presentation, educational leaders will reflect on their current model of building instructional coach capacity, learn about structures for developing capacity for high-leverage coaching tasks that foster teacher self-efficacy, and collaborate with colleagues to design structures that fill the gaps in their current model. Leaders will leave with a research-based plan for Coaching their Own Coaches in their districts.</p> | <ul style="list-style-type: none">Marie Garrido Zoeller, Curriculum Supervisor <p>Broward County Public Schools</p> |
| Founders A | <p>Rooted and Relevant: Localizing Social Studies to Deepen Engagement and Civic Thinking</p> <p>In this session, curriculum leaders from Detroit Public Schools Community District will share how they reimagined high school ELA and social studies curricula by grounding them in Dr. Ghodiy Muhammad’s 5 Pursuits—identity, skills, intellect, criticality, and joy. Moving beyond surface-level inclusion, the district redesigned its approach to reflect students’ histories, lived experiences, and communities. Presenters will detail how they used a teacher-led Think Tank model, elevated student voice through place-based inquiry, and partnered with local artists and community historians to bring cultural relevance to the core of curriculum design. They will also share the leadership practices, revision cycles, and tools that supported this transformation. Participants will leave with a blueprint for developing culturally responsive curricula that disrupt traditional narratives and build collective capacity across large urban systems.</p> | <ul style="list-style-type: none">Alisa Ruffin, Senior Director of LeadershipLiz Triden, Executive Director of Science and Social Studies <p>Detroit Public Schools Community District</p> |

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| District-Led Presentations – 3:10 pm - 3:55 pm | | |
| Room | Title and Description | Presenters and Districts |
| Founders B Panel Session | Turning Pages and Building Power: Elevating Reading Resilience and Student Efficacy through Stronger Connections: In today's classrooms, literacy instruction must do more than build reading skills, it must inspire resilience, empower voice, and strengthen student identity. Our Stronger Connections Program does just that by embedding creativity, purpose, and ownership into every child's reading journey. In this session, we'll share how students made significant gains in reading and became published authors through a structured, scaffolded program that guides them through engaging experiences to develop a love for reading while affirming their cultural identities. The implementation of this program reduced the literacy gap among economically disadvantaged students from 5.8 (MAP RIT) points to just 0.19 points after the program. | <ul style="list-style-type: none"> Dr. Soraya Matthews, Chief Officer for Student Success Fayette County Public Schools |
| | Creating Pathways to Algebra I Success: From Gatekeeper to Gateway Algebra I is a pivotal course for student success and a key predictor of college and career readiness. Yet for too many students in urban districts, inequitable access and inconsistent supports in Algebra I continue to create barriers to achievement. This session draws on the Creating Pathways to Algebra I Success case study developed by the National Math Improvement Project (NMIP) to highlight the strategies that Los Angeles Unified School District (LAUSD) is using to change that narrative. | <ul style="list-style-type: none"> John Vladovic, Executive Director of Secondary Instruction Los Angeles Unified School District |
| District-Led Presentations – 4:05 pm - 4:50 pm | | |
| Room | Title and Description | Presenters and Districts |
| Crystal Ballroom | Enhancing Chronic Absenteeism Monitoring: Using Holistic Data to Progress Monitor Education's Most Critical Measure Improving chronic absenteeism at every level is rightfully a top priority in the Washoe County School District (WCSD) and across the nation. As a field, we need to do everything we can to help students attend school regularly. This begins with understanding who is missing school, followed closely by understanding why they are missing, what is causing them to miss, and how we can improve their circumstances. Participants will leave this session with knowledge of the chronic absenteeism mathematical lock and a framework for enhancing chronic absenteeism monitoring based on work in WCSD. This approach uses a spectrum of absenteeism data to better inform chronic absenteeism in real time and in context. It includes monitoring ADA, consecutive days missed, period attendance, tardies, days missed thresholds, MTSS flags, transiency, new variables we've innovated, and others! | <ul style="list-style-type: none"> Dr. JT Stark, Data Analytics Coordinator Washoe County School District |

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| District-Led Presentations – 4:05 pm - 4:50 pm | | |
| Room | Title and Description | Presenters and Districts |
| Woodward AB | <p>Analyzing the Impact of Discretionary Suspension Policy on Student Attendance and School Climate</p> <p>In the 2023-2024 academic year, the Detroit Public Schools Community District (DPSCD) implemented new administrative guidelines granting school leaders greater flexibility to suspend students. This study analyzes the consequences of this policy shift, examining the relationship between suspension rates, student attendance, school climate, and academic achievement across two academic years (2022-23 and 2023-24). Using district administrative data, this analysis compares outcomes for suspended and non-suspended students and investigates school-level trends. The research indicated that while intended to manage student behavior, increased suspension flexibility comes at a significant cost to student attendance and school environment. We will provide recommendations that district leadership can use to lower student attendance and ensure disciplinary actions are balanced with the district's primary goal of student presence and learning, while addressing data quality issues to facilitate more robust monitoring and analysis.</p> | <ul style="list-style-type: none">• Jake Winfield, PhD, Senior Research Analyst• Walter Cook, Senior Director of Research and Data Science <p><i>Detroit Public Schools Community District</i></p> |
| Woodward C | <p>Coaching for Coherence: Cross-Content Leadership and Implementation Support for HQIM</p> <p>Participants will learn how the math and literacy departments are working together to champion instructional vision and systemic designs that support shared language, aligned practices, and meaningful coaching cycles. Participants will discuss utilizing different roles in the system such as external partners, school-based coaches, school-based leaders, and district support roles to maximize implementation support. Additionally, GCS will share how district math and literacy specialists, often siloed by subject, are being intentionally integrated into this system to provide aligned, high-impact support to coaches and school leaders. Join us to explore how coordinated leadership and unified coaching models can drive systems-level change and improve instruction across content areas. Attendees will leave with key design considerations and ideas to bring back to their own districts.</p> | <ul style="list-style-type: none">• Emily Hare, Director of Mathematics• Ashley Hewitt, Director of Literacy <p><i>Guilford County Schools</i></p> |

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| Room | Title and Description | Presenters and Districts |
| Woodward D | <p>Solving for Scale: Implementing High-Quality Math Curriculum Across Urban Systems</p> <p>What does it take to scale high-quality instructional materials (HQIM) in mathematics across some of the largest and most complex school systems in the country? In this session, district leaders from Los Angeles Unified School District, New York City Public Schools, and the School District of Philadelphia will share how they are driving systems-level change through their participation in the National Math Improvement Project (NMIP). Each district has taken a unique approach to scaling HQIM, from piloting new materials in targeted cohorts to launching district-wide implementations. Presenters will highlight key strategies around central office alignment, school-level supports, and professional learning that are helping them build coherence and fidelity in math instruction. The session will also explore how districts are monitoring implementation, supporting educator capacity, and using data to make mid-course adjustments—all in service of improving student achievement and closing equity gaps in mathematics. This session is designed to be interactive, with ample time for discussion and Q&A. Participants are encouraged to bring questions, share experiences, and engage with peers and presenters around what it takes to move from adoption to sustainable, equity-driven implementation at scale.</p> | <ul style="list-style-type: none"> • Dr. Nyshawana Francis-Thompson, Chief of Curriculum & Instruction, School District of Philadelphia • Nicole Williams, Executive Director of STEM, New York City Public Schools • Dr. Frances Baez, Chief Academic Officer, Los Angeles Unified School District |
| Founders A | <p>How Aligning Teams Around Excellent Instruction Accelerated Achievement in Charleston</p> <p>Over four years, including the onset of the global pandemic, Charleston County School District rapidly accelerated math and literacy outcomes in the district’s historically lowest-performing schools through intentional teacher support and collaboration rooted in high-quality instructional materials. Nine out of 10 turnaround schools are now off the state improvement list, students have outpaced pre-pandemic gains, and a culture of professional learning is flourishing. As of 2024, the district overall leads the nation in literacy and math recovery. This case study session will unpack key moves the district took to enable a coherent strategy that is producing sustainable results. Key system-level academic leaders within the district and their partners at Leading Educators will explain the conditions that were necessary for ownership of high-quality instructional materials and ongoing professional learning, how responsibilities were shared across vertically aligned roles, how delivery formats and content evolved over time, and the role of progress monitoring to support continuous improvement.</p> | <ul style="list-style-type: none"> • Jacqueline Haynes, Associate Superintendent for Acceleration Schools • Michelle Simmons, Chief Academic Officer <p align="center">Charleston County School District</p> |

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| District-Led Presentations – 4:05 pm - 4:50 pm | | |
| Room | Title and Description | Presenters and Districts |
| Founders B Panel Session | Breaking Barriers: Culturally Responsive Practices for Multilingual Learner Success In today's increasingly diverse classrooms, supporting multilingual learners requires innovative approaches that build on students' cultural strengths rather than focusing solely on English acquisition. Panelists will share how they've created meaningful connections with families through two-way translated communications, enabling parents to actively participate in their children's learning journey regardless of language barriers. The discussion will explore how students develop both academic language and social-emotional skills when they can record themselves, reflect on their progress, and make connections between school content and home experiences. Educators will showcase how this culturally responsive approach helps multilingual students develop pride in their identities while gaining the confidence to excel academically. Join us to hear practical strategies and success stories from this district's ongoing work to create inclusive learning environments where every student's voice and background is honored and elevated. | <ul style="list-style-type: none">Kim Guzman, School AdministratorHilary Furnis Lawrence, Teacher <p>San Diego Unified School District</p> |
| | Maximizing District and Teacher Voices to create a Differentiated Support Program for New Teachers Guilford County Schools employs a differentiated approach to supporting new teachers by analyzing research, stakeholder data, and the voices of our new educators to design a personalized induction experience. This program aims to create effective teachers early and to promote retention. In this session, we will share about our approach and key levers of GCS Induction: A differentiated orientation plan that focuses on instruction, followed by professional learning events and in-field coaching; Tailored coaching and support from an expert New Teacher Support Coach to foster growth and highly trained, responsive and supportive mentors. | <ul style="list-style-type: none">Jusmar Rodriguez Maness, Chief Academic OfficerCrystal Vandiver, Director of New Teacher Support <p>Guilford County Schools</p> |
| 6:00 pm – 8:00 pm | Offsite Reception – Detroit Institute of Arts Museum Transportation will be provided | |

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| Time | Thursday, July 10 th | |
|---|---|---|
| 7:30 am – 1:00 pm | Conference Registration | |
| 8:00 am – 9:00 am | Breakfast (Venetian Ballroom) | |
| 9:00 am – 9:15 am | Transition/Break | |
| District-Led Presentations – 9:15 am - 10:00 am | | |
| Room | Title and Description | Presenters and Districts |
| Crystal Ballroom | Beyond the ABCs: Addressing Non-Academic Factors in MTSS to Enhance Graduation Rates This dynamic presentation explores the critical role of non-academic factors within Multi-Tiered Systems of Support (MTSS) to boost high school graduation rates. While traditional early warning systems focus on Attendance, Behavior, and Course completion, research reveals that mental health, self-efficacy, and social-emotional wellness significantly impact student success, particularly at the secondary level. Participants will learn practical strategies for implementing comprehensive screening that captures both academic and non-academic risk factors, using tools that provide educators with a holistic view of each student. We'll explore effective methods for addressing mental health concerns, building student self-efficacy, and integrating social-emotional learning across curriculum areas to support students' overall wellbeing and academic success. Special attention will be given to creating systems that recognize diverse student experiences and provide appropriate interventions based on individual needs rather than one-size-fits-all approaches. Attendees will leave with actionable frameworks for developing graduation coaching, student success plans, and community partnerships to expand support options. | <ul style="list-style-type: none">Akoni Derige, MTSS DirectorJennifer Hoogerhyde, Director of Special Education <p>San Diego Unified School District</p> <ul style="list-style-type: none">Dr. Robert R. Zywicki, Superintendent in Residence, Rutgers Graduate school of Education and Senior Director, Renaissance <p>Diamond Sponsor: Renaissance</p> |
| | Woodward C | Chicago Public Schools: Systems to Support Principal Leadership at the Instructional Core Daniel de los Reyes, Principal in CPS, shares how equity-driven change management and internal coherence transformed his school—and how those systems are now scaling across the district. Learn how CPS builds principal capacity to lead with the instructional core through HQIM, dual-language programming, and distributed leadership. Participants will leave with insight and tactics on how school-level leadership can drive districtwide equity, academic rigor, and student-centered transformation through rigor walks. |

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| District-Led Presentations – 9:15 am - 10:00 am | | |
| Room | Title and Description | Presenters and Districts |
| Founders A | <p>Scaling Success: Implementing Math Programs for Districtwide Impact</p> <p>Recent Trial Urban District Assessment (TUDA) results showed Houston as one of the few large districts making strong progress in Grade 4 math while improving outcomes for students at all starting proficiency levels. Among 14 TUDA districts achieving significant gains in math, Houston stands out not only for returning to near pre-pandemic performance levels but also for narrowing the achievement gap between higher- and lower-performing students.</p> <p>While most TUDA districts saw their gaps widen by four points (reaching a record 51-point disparity), Houston narrowed these gaps, demonstrating that struggling students can catch up and move forward in grade-level math. This session will delve into the strategies behind these results, which align with Houston ISD’s strategic priorities. Central to this progress is a districtwide K–8 math learning acceleration initiative that standardized curriculum implementation and provided high-quality instructional materials to ensure rigorous math content across all campuses. In line with HISD’s commitment to improving the quality of instruction, the district also invested in professional development, equipping educators with research-backed strategies and effective use of technology to enhance instruction.</p> | <ul style="list-style-type: none">• Donelle Williams, Director of Professional Development, Houston Independent School District• Beth Sappe, Director of Partnerships, Zearn Math <p>Diamond Sponsor: Zearn</p> |
| District-Led Presentations – 10:10 am - 10:55 am | | |
| Crystal Ballroom | <p>Cultivating a Culture of Coaching to Foster Team Success in Detroit</p> <p>More than 1 in 10 public school principals left their roles between 2020-21 and 2021-22, with turnover higher in schools serving students of color. Detroit Public Schools Community District recognizes that for schools to succeed in accelerating learning, our principals and the teams they lead must have meaningful and coherent support to own our instructional strategy, continue developing role-specific skills, receive frequent and meaningful feedback, and feel aligned around the collective charge. That is why we have worked with Leading Educators to implement a multi-layer coaching approach embedded in our data-driven approach to instructional improvement. To see our schools “rise up,” we seek to build the capacity of local leaders who are prepared to take action, develop others, prioritize long-term student success, and celebrate our students’ assets. These investments are paying off in student growth that outpaces many of our regional peers, and we’re seeing greater consistency across schools. This case study session will unpack the coaching model, key moves DPSCD took to enable a coherent coaching approach, and what we are thinking about next.</p> | <ul style="list-style-type: none">• Leenet Campbell-Williams, Chief Academic Officer• Alisa Ruffin, Senior Director of Leadership Development <p>Detroit Public Schools Community District</p> |

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| District-Led Presentations – 10:10 am - 10:55 am | | |
| Room | Title and Description | Presenters and Districts |
| Woodward AB | <p>Summer Programs in SDP: From Insights to Action - One Year Later</p> <p>This is a follow-up to a presentation given at last year’s conference about the evolution of summer program evaluation and planning in the School District of Philadelphia. From 2020-2023, we were stuck in an annual pattern: the research office would conduct evaluations and share findings, and the program office would have good intentions of taking action based on the findings, but the next summer we would be right back where we started—doing the same evaluation and sharing the same findings once again. At last year’s conference, I talked optimistically about disrupting that pattern for summer 2024 programming by putting the research findings into action. In this presentation, I’ll provide an update on that story and share key successes and areas for continued improvement that have emerged during a period of strong collaboration, coordination, and communication among staff in the research and program offices.</p> | <ul style="list-style-type: none">Joy Lesnick, Deputy Chief, Research, Evaluation, and Academic Partnerships <p><i>School District of Philadelphia</i></p> |
| Woodward C | <p>Connecting Content: Leveraging Social Studies Skills to Enhance Literacy</p> <p>Social Studies teachers are often asked to support ELA standards, sometimes at the expense of their own content. However, many social science disciplinary skills are also literacy skills, just applied differently. To clarify these connections, we developed a crosswalk showing where Social Studies and ELA intersect, demonstrating how Social Studies can support literacy while maintaining its disciplinary integrity. This session offers a high-level overview of the document and its intended use for Social Studies teachers and PLCs, helping educators leverage disciplinary skills to support literacy without sacrificing high-quality Social Studies instruction.</p> | <ul style="list-style-type: none">Karen Ellis, Executive Director of AcademicsAshley Hewitt, Director of Literacy <p><i>Guilford County Schools</i></p> |
| Woodward D | <p>From Vision to Impact: Lessons From our K-5 Math Academies</p> <p>Dallas ISD is committed to advancing teachers’ knowledge of the content and pedagogy of elementary mathematics. This sparked the creation and launch of a three-day, internal math academy for Kindergarten through 5th grade teachers. Each session incorporated hands-on activities, student-centered collaboration, and focused content conversations on learning progressions across and between grade levels. Together, these experiences equipped teachers with the knowledge and skills to foster strong mathematical foundations in their students. Join us to learn about the content, logistics, and impact of this professional learning series in Dallas ISD.</p> | <ul style="list-style-type: none">Angie Gaylord, Chief Academic OfficerAaron Aguirre-Castillo, Executive DirectorAaron Daffern, Director of Mathematics <p><i>Dallas Independent School District</i></p> |

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| District-Led Presentations – 10:10 am - 10:55 am | | |
| Room | Title and Description | Presenters and Districts |
| Founders A | <p>Writing with Purpose: Building a Student-Centered, Knowledge-Rich Curriculum</p> <p>Newark Public Schools has embarked on a multi-year journey to design and implement a comprehensive, standards-aligned curriculum that places students at the center of learning. Grounded in the district’s instructional vision and philosophy, the curriculum is intentionally knowledge-building, supporting students in making meaning through writing while deepening their understanding of content across disciplines. In this session, we will share how the framework from the Council of the Great City Schools (CGCS), as well as feedback from district stakeholders, informed the curricular revision process from unit design to instructional planning. Participants will learn how the curriculum was revised to align with the updated New Jersey Student Learning Standards (NJSLS) while honoring the district’s core belief that writing is both a tool for learning and a means for student voice and agency. This presentation will highlight the collaborative structures used to engage teachers, the tools developed to support implementation (including unit overviews, student work protocols, and pacing guidance), and the professional learning plan designed to build capacity across schools.</p> | <ul style="list-style-type: none">Jazleen Othman, Director of English <p>Newark Public Schools</p> |

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| District-Led Presentations – 10:10 am - 10:55 am | | |
| Room | Title and Description | Presenters and Districts |
| Founders B Panel Session | <p>Turning Short-Term Wins into Long-Term Impact in Urban Schools</p> <p>Districts are racing to accelerate academic recovery while building lasting systems of support for historically underserved students. Although the U.S. invests over \$800 billion each year in K–12 education, too many students—particularly in large urban systems—are still falling behind in reading and math. Miami-Dade County Public Schools (M-DCPS), one of the nation’s most effective and innovative districts, is leading efforts to change that. The University of Chicago Education Lab’s Personalized Learning Initiative is tackling one of the biggest challenges in education: how to help students who are years behind catch up—fast. In partnership with Miami-Dade County Public Schools and other leading districts, we are designing and scaling high-dosage tutoring models that are intensive, personalized, and affordable enough to reach every student who needs them. This session will unpack:</p> <ul style="list-style-type: none">• How M-DCPS is leading the charge by co-designing tutoring that meets students where they are without compromising on quality or affordability,• What it really takes to scale high-impact tutoring in a large urban system—from smart scheduling to strong infrastructure, and• How to turn short-term pilots into lasting programs that districts own—without relying on temporary funding or burning out teachers. | <ul style="list-style-type: none">• Michelle White, District Director, <i>Miami-Dade County Public Schools</i>• Anne Lombardi, Senior Research Manager, <i>University of Chicago Education Lab</i> |

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| District-Led Presentations – 10:10 am - 10:55 am | | |
| Room | Title and Description | Presenters and Districts |
| Founders B Panel Session | Navigating the Challenges and Affordances of Data Sharing in a Research-Practice-Platform Partnership Linking disparate data, such as student test scores, student demographics, and teacher assignments, is central to the education research enterprise. In this session, NYC Public School Research & Policy Support Group staff will share how they have worked with one digital learning platform provider and a group of researchers, as an example of the promises and challenges of leveraging platform data for research purposes. We will discuss the evolution of data sharing within a partnership between the district, research organizations, and a digital learning platform provider, with respect to: (a) compliance and ethics, legal frameworks, and technical and security safeguards and (b) challenges that arose and how the relevant parties worked through them in order to establish a data transfer process, with particular attention to the technical, adaptive, and interpretive challenges. We will also share our reflections on the questions that emerged as well as our recommendations for data sharing among these types of partnerships. We invite other districts to join us in discussing the challenges they have encountered and solutions they have developed in using and sharing digital learning platform data for research and evaluation | <ul style="list-style-type: none">• Josh Smith, Research & Data Director, Research & Policy Support Group• Emily Stevens, Research & Evaluation Manager, Research & Policy Support Group New York City Public Schools |
| | Strategy in Focus: Activating Your Organization's Competitive Edge Faced with limited resources and declining public school enrollment trends, K-12 districts are presented with a universal challenge: discovering and activating their unique competitive advantage. Operational effectiveness is necessary but not sufficient; districts also need to make intentional trade-offs and choose strategic positioning that allows them to compete and fuel their resource engine. In this session, Guilford County Schools will share their systemic approach to identifying a “Hedgehog Concept”, inspired by Jim Collins’ Good to Great, to define the district’s strategic focus. The Hedgehog Concept lies at the intersection of what we are deeply passionate about, what drives our resource engine, and what we can be best in the world at. The district prioritized capacity-building at multiple levels of the organization to simultaneously gain a deeper understanding of comparative strengths, support continuous improvement of implementation, and use implementation data to inform allocation of resources to advance the strategic focus. GCS will share key considerations in operationalizing the Hedgehog Concept, centered on providing postsecondary experiences to students while they are in school. The district will also share reflections on the importance of stakeholder engagement and data use to understand opportunities and gaps in achieving our vision. | <ul style="list-style-type: none">• Jusmar Maness, Chief Academic Officer• Kimberly Steinke, Chief Exceptional Children and Student Services Officer Guilford Public Schools |

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| District-Led Presentations – 11:05 am -11:50 am | | |
| Room | Title and Description | Presenters and Districts |
| Crystal Ballroom | <p>Understanding the Implementation and Impact of i-Ready Personalized Instruction in Oakland Unified School District</p> <p>As investments in digital learning platforms, such as i-Ready Personalized Instruction, continue to grow, it is important to understand the implementation and impact of these resources in specific district contexts. In this session, Oakland Unified School District (OUSD) and the Center for Education Efficacy, Excellence, and Equity (E4) at Northwestern University will describe how they worked together to better understand the impact of i-Ready Personalized Instruction on academic growth in the district. This presentation will highlight how the partnership between OUSD and E4 unfolded and provide an overview of the collaborative process through which the two organizations sought to communicate complex and nuanced findings to district leaders and educators. Presenters will:</p> <ul style="list-style-type: none">• Explore the relationship between usage of i-Ready Personalized Instruction (minutes used and lesson pass rates for math and reading lessons) and subsequent growth on the i-Ready Diagnostic Assessment,• Detail how this relationship varies by grade level, baseline academic performance, and student demographics,• Describe school-level variation in the implementation of i-Ready Personalized Instruction, and <p>Reflect on lessons learned from conducting partnered research, including how to navigate challenges related to data sharing, interpretation, and district capacity.</p> | <ul style="list-style-type: none">• Rinat Fried, Research Associate, 0-8, <i>Oakland Unified School District</i>• Amy Auletto, E4 Assistant Director, <i>Northwestern University</i> |
| Woodward C | <p>Keeping the Momentum to Accelerate Learning: Aligning Resources and Leveraging Research in a Post-ESSER Era to Sustain High-Dosage Tutoring in Guilford County Schools</p> <p>As federal ESSER funding wound down, Guilford County Schools is strategically aligning resources to sustain high-dose tutoring as a critical intervention for accelerating student learning. This session will explore how research-driven insights, including findings from the R2R deep dive study, inform tutoring implementation and data-driven decision-making. Participants will learn how cross-department collaboration—engaging literacy and math teams, data specialists, and community partners—has strengthened instructional alignment, tutor training, and impact measurement. Attendees will gain practical strategies for securing funding, fostering policy support, and leveraging real-time tutoring data dashboards to meet the needs of our most vulnerable students.</p> | <ul style="list-style-type: none">• Kara Hamilton, Director of Tutoring• Dr. Jimmy Leak, Interim Director of Accountability, Research and Evaluation <p><i>Guilford County Schools</i></p> |

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| District-Led Presentations – 11:05 am -11:50 am | | |
| Room | Title and Description | Presenters and Districts |
| Woodward D | <p>Bilingual Brilliance: Strategies for Coherent and Culturally Responsive Instruction for Multilingual Learners</p> <p>As urban districts across the country seek more effective ways to support Multilingual Learners (MLLs), Denver Public Schools (DPS) has developed a set of intentional, research-informed practices that have led to stronger academic outcomes and deeper student engagement. This session will provide district leaders with actionable strategies for designing language programming that honors students' home languages while accelerating their English language development. Participants will walk away with an understanding of how to build instructional systems that are linguistically and culturally sustaining while maintaining high academic rigor. We will highlight key structures DPS has put in place to support teacher capacity, curriculum alignment, and data-informed decision-making at both the classroom and system levels. Additionally, attendees will have opportunities to reflect on their own district's context and begin identifying concrete next steps for enhancing programming for MLLs.</p> | <ul style="list-style-type: none">• Jacquelyn Wagner, Program Manager, Humanities• Jennifer Begley, Director, Humanities• Leah Younkin, Manager, Humanities• Leticia Jara-Leake, Executive Director, Multilingual Education <p>Denver Public Schools</p> |
| Founders A | <p>Coaching Coaches: Investing in Instructional Leadership</p> <p>Too often, the best educators are promoted into instructional leadership—and then left to figure it out. And while study after study shows that instructional coaching can have a huge impact on student outcomes, quality of coaching matters. So how do you ensure instructional leaders are set up for success? Learn how Pittsburg Public Schools took a systems-approach to improving math instruction, pairing investments in our instructional leaders with an ambitious roll-out of Illustrative Math’s problem-based math curriculum. Dig into our professional learning plan to see how we connected workshops, 1:1 virtual coaching, self-paced courses, and learning walks to ensure our coaches—and ultimately teachers—were implementing high-quality math instruction with fidelity.</p> | <ul style="list-style-type: none">• Jessica Pisano, Coordinator of 6-8 Mathematics <p>Pittsburgh Public Schools</p> |
| Founders B | <p>Leveling Up Civic Thinking: A Partnership to Promote Local Civic Engagement in Social Studies</p> <p>In this session, Detroit Public Schools Community District will share how they are evolving high school Civics materials and instruction to foster deeper civic thinking, local engagement, and inquiry. Using our core curriculum as a foundational tool, the district has designed strategic enhancements that center student voice, community relevance, and action-oriented learning through our Citizen Manual. This locally developed resource elevates civic agency by guiding students through real-world issues, Detroit-specific case studies, and opportunities for informed action. Attendees will leave with practical strategies for leveraging core curriculum as a launchpad for promoting justice-oriented, place-based civic education in urban schools.</p> | <ul style="list-style-type: none">• Liz Triden, Executive Director of Science and Social Studies <p>Detroit Public Schools Community District</p> |

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|---------------------|---|
| 11:50 am – 12:00 pm | Transition/Break |
| 12:00 pm – 2:00 pm | <p align="center">Awards Luncheon (Venetian Ballroom)</p> <p align="center"><i>Student Performance: Detroit School of Arts African Drum/Dance Performance</i></p> <p align="center">Special Presentation of Awards</p> <p align="center">Curriculum Award Sponsored by Curriculum Associates</p> <p align="center">Research Team Award Sponsored by NWEA</p> <p align="center">Opportunity and Access Award Sponsored by Amplify</p> |
| 2:00 pm – 2:15 pm | Transition/Break |
| 2:15 pm – 3:00 pm | <p align="center">Student Panel (Woodward AB)</p> <p>Moderator: Ms. Michaela Leslie-Rule, K-12 Education, Gates Foundation</p> <p>In this session, high school students will share their perspectives on the purpose of education and reflect on how their K–12 experiences, academic and non-academic experiences such as extracurricular activities or community service, have shaped their identities, aspirations, and sense of ownership over their learning journey. Panelists will discuss what and who helped them to set and reach their goals, what challenges they have faced, and what changes they hope students will experience in schools in the future. This session provides participants an opportunity to listen, learn, and consider how student voice can drive meaningful improvements in educational practice and policy.</p> |
| 3:00 pm – 3:15 pm | Transition/Break |
| 3:15 pm – 4:00 pm | <p align="center">Role-Alike Sessions</p> <p>Academic Leaders (Woodward AB)</p> <p>The Intersection of Data-Driven Practices Across the Educational Ecosystem</p> <p>This session will begin with a reflection on the Student Panel. Participants will discuss how what they heard could be incorporated into their instructional vision and roadmap. The group will shift to highlight the role of data and Generative AI as ways to support instruction and improve efficiencies within the context of a coherent and aligned curricular framework.</p> <p>Research Leaders (Woodward D)</p> <p>Putting Data to Work: Actionable Early Warning Systems</p> <p>In this session, we will explore early warning systems, highlighting a research-driven, homegrown predictive algorithm developed to identify graduation risks with 96% accuracy as early as 9th grade—significantly outperforming traditional methods. Currently implemented district-wide in high schools and expanding into elementary and middle schools, this system leverages advanced machine learning techniques to deliver actionable, data-informed insights. The session will cover its methodology, distinctive features, effectiveness, and the district’s commitment to building proactive, student-centered supports through strong school partnerships.</p> |

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| 4:00 pm – 5:00 pm | Role-Alike Sessions |
| | Academic Leaders (Woodward AB) Plot-Twist! Progress Monitoring and Course Correction: Knowing More and Doing Better Accelerating Learning for ALL through Joyful, Grade-Level, High-Quality Instruction Focused on accelerating learning for ALL students through joyful, grade-level, high-quality instruction, Guilford County Schools will share their district’s approach to providing high-quality instruction to all students by exploring joyful instruction as an integrated approach across academic subjects, aligning indicators for grade-level instruction, and deepening their implementation of effective PLCs as a tool to implement joyful, grade-level instruction, and impact student learning outcomes. <ul style="list-style-type: none"> – <i>Jusmar Rodriguez Maness</i>, Chief Academic Officer, Guilford County Schools – <i>Karen Ellis</i>, Executive Director of Academics, Guilford County Schools |
| | Research Leaders (Woodward D) Developing Strategic Solutions for Key Challenges Building on the challenges discussed in our first session, this session will focus on identifying actionable next steps to advance our work. Cara Jackson, Founder of Evidence Use in Education, LLC and Research Manager for the Center for Outcomes Based Contracting at the Southern Education Foundation, will guide districts in developing clearer insights, practical strategies, and stronger collaborative networks to address key challenges and drive meaningful progress. |
| 5:00 pm | Night on Your Own |

| Time | Friday, July 11 th |
|---------------------|---|
| 8:00 am – 9:00 am | Breakfast (Venetian Ballroom) |
| 9:00 am – 10:15 am | Legislative Updates Session (Woodward AB) This session will provide an update on legislation and legal cases impacting urban public school systems (to date). <ul style="list-style-type: none"> – <i>Manish Naik</i>, Director of Legislative Services, Council of the Great City Schools – <i>Mary Lawson</i>, General Counsel, Council of the Great City Schools |
| 10:15 am – 10:25 am | Cross-District Reflection & Discussion |
| 10:30 am | Closing Remarks |