



**Curriculum, Research, and Instructional Leaders Meeting
July 11 – 14, 2022 Columbus, OH
Hyatt Regency Downtown**

Agenda

Monday, July 11, 2022

11:00am – 12:00pm	Registration	Union Foyer
12:00pm – 1:00pm	Lunch	Franklin AB
1:00pm – 2:15pm	Welcome <i>Dr. Akisha Osei Sarfo, Director of Research, Council of the Great City Schools (CGCS)</i> <i>Dr. Karla Estrada, Chief Academic Officer, CGCS</i> <i>Dr. Talisa Dixon, Superintendent and CEO, Columbus City Schools</i> Keynote Address: Right-Sizing COVID Response <i>Tom Kane, PhD, Walter H. Gale Professor of Education, Harvard Graduate School of Education and Center for Education Policy Research at Harvard University</i>	Union Ballroom
2:15pm – 2:30pm	Break	
2:30pm – 3:20pm	Reflection and Guided Discussion: Guidance for Strategic Instructional Investment of Federal Funds Districts will have an opportunity to discuss their considerations and context for district planning, implementation, monitoring, and evaluation of expenditures using ARP funds to reopen schools safely, address unfinished learning, and build equitable systems of teaching and learning. <i>Moderators: CGCS Academic and Research Staff</i>	Union Ballroom

3:20pm – 3:30pm

Break

3:30pm – 5:00pm

Panel Presentation and Discussion: Strategic Instructional Investments Across CGCS Districts Union Ballroom

Tutor Recruitment and Attainment: How to Develop a High Dosage Tutoring Program to Support Tutors and Schools

Dr. Faith Freeman, Director of STEM and Tutoring, Guilford County Schools (GCS)

Dr. Sonya Stephens, Chief Performance Officer, GCS

School Leadership Development Pipeline

Harold Border, Chief of High Schools, Orange County Public Schools

Strategic Alignment Toward Student Learning

Stacey Gray Akyea, Director of Research, Evaluation and Assessment, St. Paul Public Schools

5:00pm – 6:30pm

Welcome Reception

Franklin ABC

Tuesday, July 12, 2022

7:00am – 8:00am	Registration Breakfast	Union Foyer Franklin ABC
8:00am – 9:45am	Welcome <i>Dr. Ray Hart, Executive Director, CGCS</i> <i>Dr. Talisa Dixon, Superintendent and CEO, Columbus City Schools</i> Keynote Address The Urgency Around SEL: What's at stake for the future of education <i>Dr. Aaliyah Samuel, President and CEO, CASEL</i> Meeting Overview <i>Dr. Robin Hall, Chief of Schools, CGCS</i>	Union Ballroom
9:45am – 10:00am	Break	
10:00am – 12:15pm	General Session: The State of Unfinished Learning <i>Akisha Osei Sarfo, PhD, Research Director, CGCS</i> Panel Presentation and Discussion: Addressing Unfinished Learning Accelerating Learning through Teacher Agency <i>Dr. Russell Brown, Chief Performance Officer, Columbus City Schools</i> Accelerating Learning for Our Youngest Learners <i>Maria Montgomery, Instructional Support Officer, San Diego Unified School District (SDUSD)</i> <i>Elizabeth Castillo-Duvall, Principal, SDUSD</i> <i>Ron Rode, Director of Research, SDUSD</i> <i>Fabiola Bagula, Deputy Superintendent, SDUSD</i>	Union Ballroom

Tuesday, July 12, 2022

Using Multiple Methods to Monitor ESSER Implementation and ROI in Memphis-Shelby County Schools

Jessica Lotz, Director of Research and Performance Management, Memphis-Shelby Public Schools

Implementation and Impact of San Francisco Unified's Summer '21 Programs

Dr. Q. Tien Le, Educational Policy Analyst, San Francisco Unified School District

Moving Beyond the Pandemic: One District's Approach to Closing the Achievement Gap

Dr. Jermaine Dawson, Chief Academic and Accountability Officer, Birmingham City Schools

12:15pm – 1:15pm Lunch

Franklin ABC

1:15 – 5:15pm

Role-Alike Meetings

District leaders are grouped by their roles for more in-depth conversations around their work to support student learning in districts.

1:15pm-2:30pm

Academic Leader Session (Chief Academic Officers, Chiefs of Schools, Content Leaders, Special Education Leaders, Equity Leaders, and SEL Leaders)

Union Ballroom

Fostering Student Agency through Civic Reasoning and Discourse

Carol Lee, PhD, Professor Emeritus of Education in the School of Education and Social Policy and African American Studies, Northwestern University and Former President, National Academy of Education

2:30pm-2:45pm

Break

Tuesday, July 12, 2022

2:45pm-3:30pm	<p><u>Academic Leader Session</u> (Chief Academic Officers, Chiefs of Schools, Content Leaders, Special Education Leaders, and SEL Leaders)</p> <p>Building off the Momentum of Digital Learning Curating: Student-Centered Learning with Digital Media <i>Shannon Davis, Teacher, Cleveland Metropolitan School District (CMSD)</i> <i>Ga-Vita Haynes, Teacher, CMSD</i> <i>William Kist, Instructional Coach at the Institute for Student Achievement and Professor at Kent State University</i></p>	Union Ballroom
2:45pm-4:15pm	<p><u>Equity Leader Session</u></p> <p>The goal of this session is to have a conversation with K-12 Equity Leaders about the challenges they face and the dynamics they must navigate in roles that are often new, or to which they may be relatively new. Participants will leave the session with tools, strategies, and resources to help them traverse the sometimes-uncharted territory of leading equity work.</p> <p><i>Moderators:</i> <i>Tracey L. Durant, EdD, Executive Director, Equity, Baltimore City Public Schools</i> <i>Jasmine Getrouw-Moore, Executive Director, Diversity, Equity, and Inclusion, Guilford County Schools</i></p>	Morrow
3:30pm-4:15pm	<p><u>Academic Leader Session</u> (Chief Academic Officers, Chiefs of Schools, Content Leaders, Special Education Leaders, and SEL Leaders)</p> <p>Scaling an Instructional Initiative to Full Scale <i>Dr. Karla Estrada, Chief Academic Officer, CGCS</i></p>	Union Ballroom

Tuesday, July 12, 2022

4:15pm-5:30pm	<p><u>Group Session</u> (History/Social Studies, ELA, Special Education, Equity, and SEL Leaders)</p> <p>Attending to Multiple Perspectives <i>Dr. Jon White, Associate Professor of American Studies, Christopher Newport University</i></p> <p><i>Moderator: Denise Walston, Chief of Curriculum, CGCS</i></p>	Union Ballroom
4:15pm-5:30pm	<p><u>Chief Academic Officers and Chiefs of Schools Session: Cross-Functional Teaming for Scaling-Up for Success</u></p> <p>Panel and Guided Presentation</p> <p>Addressing the Needs of Diverse Learners; Equity and Culturally Responsive Practice; Data Tools, Analytics, and Visualizations <i>Dr. Rocky Torres, Executive Director of Special Education, Seattle Public Schools</i></p> <p>Reflections from Strategic Support Teams Reviews on Special Education/Office of Civil Rights – What You Need to Know as You Scale Up Success <i>Julie Wright Halbert, Esq., General Counsel, CGCS</i> <i>Judy Elliott, PhD, National Education Expert and Consultant, CGCS</i></p> <p><i>Moderator: Dr. Robin Hall, Chief of Schools, CGCS</i></p>	Fairfield

Tuesday, July 12, 2022

4:15-5:30pm	<p><u>Math and Science Director Session: Strengthening Opportunities to Learn</u></p> <p>Building a Math Department from Scratch <i>Justin Robicheaux, Math Supervisor, East Baton Rouge Parish Schools</i></p> <p>Successful Curriculum Implementation: Building Capacity at the School and District Level <i>Kathleen Stevens, Director K-12 Mathematics, Guilford County Schools</i></p>	Madison
1:15pm - 5:30pm	<p><u>Research Directors Session: Advancing the Role of Data, Research, and Evaluation in Supporting Recovery Efforts and Advancing District Goals</u></p> <p>Research Presentations, Workshops and Guided Discussion</p> <p>Data Governance and Data Sharing <i>Dr. Monica Hogan, Senior Executive Director, Office of Data and Accountability</i> <i>Apryl Clarkson, Director of Research</i> <i>Boston Public Schools</i></p> <p>Position, Power, and Influence: How to Overcome Barriers to Research and Data Use in Districts <i>Dr. Akisha Osei Sarfo, Director of Research, CGCS</i></p>	Franklin D

Tuesday, July 12, 2022

Modeling Success: Indicators of School Improvement and Graduation

*Dr. Melanie Stewart, Director of Research, Assessment and Data
Milwaukee Public Schools*

*Dr. Matthew Smith, Chief Performance Officer
Dr. Monique O'Bryant, Director of Research and Evaluation
Atlanta Public Schools*

3:15-3:30pm Break

Working Effectively with Internal and External Partners

*Sara Stefanik, Director of Research and Evaluation
Pittsburgh Public Schools*

*Devin Corrigan, Supervisor of Analytics
San Francisco Unified School District*

Logic Modeling, Dashboards, and Community Feedback – Evaluating the Implementation and Impact of ARP Investments

*Dr. Tiffany Perkins, Assistant Superintendent, Teaching, Learning and Professional Development
Dr. Sonya Stephens, Chief Performance Officer
Dr. Kimberly Steinke, Assistant Superintendent, Exceptional Children
Guilford County Schools*

*Dr. Stacey Gray Akyea, Director of Research, Evaluation, and Assessment
St. Paul Public Schools*

Session Close Out

5:30pm – 7:00pm

Evening Reception

Franklin ABC

Wednesday, July 13, 2022

8:00am – 9:00am	Breakfast	Franklin ABC
9:00am – 10:15am	Keynote Address The Master’s Tools Will Never Dismantle the Master’s House: Re-Inventing Urban Education Post Pandemic <i>Eric Gordon, Chief Executive Officer, Cleveland Metropolitan School District</i>	Union Ballroom
10:15am – 11:00am	General Session: Legislative Update <i>Manish Naik, Director of Legislative Services, CGCS</i>	Union Ballroom
11:00am – 12:00pm	Role-Alike Meetings (<i>Continued</i>) Chief Academic Officers, SEL Leaders, Content Leaders, Special Education Directors Chiefs of Schools Equity Officers Research Directors	Union Ballroom Madison Morrow Franklin D
12:00pm – 1:00pm	Lunch	Franklin ABC
	District-Led Presentations and Panels (1 of 3) <i>**More details on sessions and presenters available beginning on page 14. **</i>	
1:00pm – 2:00pm	Indianapolis Public Schools: Opportunities and Solutions for Addressing Unfinished Learning (<i>District-Led Platinum Sponsor Presentation, Imagine Learning</i>) <i>Dr. Michelle Jackson, Indianapolis Public Schools</i>	Fairfield
	Interrupting Privilege – An Intersectional Approach to Authentic Inclusion <i>Dr. Rocky Torres, Seattle Public Schools</i>	Franklin D

Wednesday, July 13, 2022

Creating Classroom Communities to Support Student Learning
Aly Martinez, San Diego Unified School District (SDUSD)
Jessica Walsh, SDUSD
Wendy Ranck-Buhr, SDUSD Morrow

Panel Presentation Madison
Equity Guided, Data-Informed Decision Making: Leveraging Data to
Advance Equity and Access
Dr. Tauheedah Baker-Jones, Atlanta Public Schools (APS)
Natasha Speed, APS
Eliana Pereyra, APS
Dr. Monique O'Bryant, APS

Dive into Diverse Books: Helping Students to See Themselves in District Libraries
Ebone Johnson, Columbus City Schools (CCS)
Lynda Ray, CCS
Dr. Dionne Blue, CCS
Chiquita Toure, CCS

Panel Presentation
Relevance and Reengagement Through Career Education: A Hybrid Approach Union
Sakina Bolden, Detroit Public Schools Community District

Teaching with Care, Culture, and Consistency in the STEM Classroom
Dr. Kristen Antoine-Morse, East Baton Rouge Parish Schools

Educating and Caring for the Whole Child: A Diverse Approach to Meeting
Students' Needs
Dr. Candice Castillo, Houston Independent School District

Wednesday, July 13, 2022

2:10pm – 3:10pm

District-Led Presentations and Panels (2 of 3)

More details on sessions and presenters available beginning on page 14.

Tales of a Power Partnership: A District's Influence on High-Quality Curriculum Development and Implementation (*District-Led Platinum Sponsor Presentation, Curriculum Associates*)

Dr. Kristina Mason, Anchorage School District (ASD)

Diane Or, ASD

Fairfield

Franklin D

Literacy in the Disciplines to Accelerate Learning (*District-Led Platinum Sponsor Presentation, ThinkCERCA*)

Susan Price, Jefferson County Public Schools

Morrow

Data Visualizations Using PowerBI

Dr. Michael Jernigan, Broward County Public Schools

Madison

Panel Presentation

Screening for Equity – An Urban Screener for Leadership in the Urban Core

John Marshall, Jefferson County Public Schools

Improving Student Achievement Through Custom, Culturally Responsive, and Coherent Curriculum

Helena Swanson-Nystrom, Chicago Public Schools

Holly Slaughter, Pinellas County Public Schools

Union

Moving Beyond a Single Story: Asset-Based Assessments

Wendy Ranck-Buhr, San Diego Unified School District (SDUSD)

Jessica Walsh, SDUSD

Aly Martinez, SDUSD

Wednesday, July 13, 2022

3:20pm – 4:20pm	District-Led Presentations and Panels (3 of 3) <i>**More details on sessions and presenters available beginning on page 14.**</i>	
	Using the Science of Reading to Advance Reading Outcomes for Diverse Learners <i>(District-Led Platinum Sponsor Presentation, Amplify)</i> <i>Lele Rondeau, Los Angeles Unified School District (LAUSD)</i> <i>Lindsay Young, LAUSD</i>	Fairfield
	Implementing High-Quality, Equity-Focused Literacy Instruction at Cincinnati Public Schools <i>(District-Led Platinum Sponsor Presentation, Savvas)</i> <i>Lanisha Simmons, Cincinnati Public Schools (CPS)</i> <i>Angela Houston, CPS</i>	Franklin D
	A Collaborative Approach to the Implementation and Integration of Social and Emotional Learning <i>Molly Keyes, Albuquerque Public Schools (APS)</i> <i>Anna Kay, APS</i> <i>Adriana Kerr, APS</i>	Morrow
	Creating a Culture of Learning: Student Outcomes Governance Driving Continuous Improvement <i>Dr. Talisa Dixon, Columbus City Schools (CCS)</i> <i>Dr. Russell Brown, CCS</i>	Madison
	Closing the (Voting) Gap: One District's Approach to Fostering Civic Engagement <i>Jonathan Permar, Guilford County Schools</i>	Union
4:30pm – 5:30pm	District Group Meetings <i>Dedicated time for district leaders from each district to convene and discuss lessons learned from role-alike meetings and brainstorm strategies moving forward.</i> Wrap-up Joint Session Reflections from role-alike meetings and district-led presentations	Union Ballroom
Evening	Explore Columbus on your own	

Thursday, July 14, 2022

7:30am – 8:30am	Breakfast	Franklin ABC
8:30am – 11:30am	Wrap Up Discussion: Affirmations, Pain Points, and Areas of Growth <ul style="list-style-type: none">- ESSER Spending Lessons Learned<ul style="list-style-type: none">o Interim Progress Assessment- Meeting SEL and Equity Needs- Action plan going forward<ul style="list-style-type: none">o Role-alike sharing of action plan from meetingso District tables- Upcoming meetings and follow-up conversations <p><i>Moderators: Dr. Robin Hall and Dr. Akisha Osei Sarfo, CGCS</i></p>	Franklin ABC

Wednesday, July 13, 2022
District-Led Presentations

Room	1:00pm – 2:00pm – Session Details
Fairfield	<p>Indianapolis Public Schools: Opportunities and Solutions for Addressing Unfinished Learning <i>(District-Led Platinum Sponsor Presentation, Imagine Learning)</i> <i>Dr. Michelle Jackson, Executive Director of Teaching and Learning, Indianapolis Public Schools</i></p> <p>Join us to unpack our district’s academic response to unfinished learning. We’ll share our formula of identifying opportunities in learning through instruction, professional development, and goal setting. Learn how we have adjusted our focus in prioritizing content and rigor, identified partners and solutions, and our execution plan so that we maintain the inclusion of each learner.</p>
Franklin D	<p>Interrupting Privilege – An Intersectional Approach to Authentic Inclusion <i>Dr. Rocky Torres, Executive Director of Special Education and Inclusion, Seattle Public Schools</i></p> <p>We will discuss how Seattle Public Schools converted qualitative data from families of color via family listening sessions into actionable professional development for staff servicing students with disabilities. Furthermore, we used this as a starting point to impact policy and the larger frame of inclusion with a focus on General Education being accessible for all of our students.</p>
Morrow	<p>Creating Classroom Communities to Support Student Learning <i>Aly Martinez, Instructional Coordinator, San Diego Unified School District (SDUSD)</i> <i>Jessica Walsh, Middle Level Resource Teacher, SDUSD</i> <i>Wendy Ranck-Buhr, Instructional Support Officer, SDUSD</i></p> <p>We want classrooms where cultural wealth is valued, students feel safe to share their thinking, and are willing to communicate and problem solve with their peers. Creating this kind of classroom environment requires that we begin building this foundation from day 1 in class. In this session we will share how we have been working on this across grade-level and content areas in San Diego Unified using some common practices in the opening week of school.</p>

Room	1:00pm – 2:00pm – Session Details
Madison	<p><i>Panel Presentation</i></p> <p>Equity Guided, Data-Informed Decision Making: Leveraging Data to Advance Equity and Access <i>Dr. Tauheedah Baker-Jones, Chief of Equity and Social Justice Officer, Atlanta Public Schools (APS)</i> <i>Natasha Speed, Executive Director – Equitable Resource Strategy, APS</i> <i>Eliana Pereyra, Executive Director – Equitable Learning Environments, APS</i> <i>Dr. Monique O’Bryant, Director – Research and Evaluation, APS</i></p> <p>The purpose of this session is to explore the varied aspects of designing and implementing a district wide equity indexes. Participants will hear best practices as it relates to the iterative process of designing, planning, and creating an equity index. Additionally, the panel will share their process in selecting an equity design team and how they leveraged individual expertise to accomplish the goals for this initiative.</p> <p>Dive into Diverse Books: Helping Students to See Themselves in District Libraries <i>Dr. Dionne Blue, Chief Equity Officer, Columbus City Schools (CCS)</i> <i>Ebone Johnson, Elementary Curriculum Supervisor, CCS</i> <i>Lynda Ray, Multiple Literacy Specialist, CCS</i> <i>Chiquita Toure, High School Literacy Specialist, CCS</i></p> <p>A recent audit of 107 district school library catalogs found a lack of diverse book options for our students. As a large urban district serving over 45,000 students, we were surprised to find our collections contained less than 6% of titles categorized as African American, Asian American, Latino/Hispanic American, LGBTQIA, Diverse Families, Physical Disabilities/Special Needs or Women’s Studies. Following inspiration from scholar Dr. Rudine Sims Bishop’s “windows, mirrors, and sliding glass doors” (Bishop, 1990), we began a journey to provide access to diverse books for all of our students. Come join us to hear about how we are working to ensure that all students have multiple opportunities to see themselves, and learn about the lives of others, through books available in our school libraries. A partnership between the Columbus City Schools Office of Teaching and Learning and Department of Equity has allowed our internal team to curate book lists that are relevant, engaging and non-biased. Our project plan includes professional development for school librarians on engaging read alouds, bias awareness and courageous conversations around sensitive subject matter.</p> <p>Our 15-minute presentation will include results from our library catalog audit and will provide an overview of our <i>We Need Diverse Books</i> CCS project plan. We will be able to share lessons learned, resources, and a sneak peek at our Kick-Off professional development planned for all librarians. Come listen to hear a rewarding way to utilize available funds to create an immediate impact on equitable outcomes for all students.</p>

Room	1:00pm – 2:00pm – Session Details
Union	<p><i>Panel Presentation</i></p> <p>Relevance and Reengagement Through Career Education: A Hybrid Approach <i>Sakina Bolden, Detroit Public Schools Community District</i></p> <p>District leaders are increasingly looking to re-engage students through relevant connections to career pathways. At Detroit International Academy for Young Women (DIA), Michigan’s only public all-girls Pre-K-12 school, relevance means more than linking academic content to career opportunities. It also means virtually introducing students to industry role models with shared identities and life experiences, then allowing them to experience careers through work-based learning in the school’s flagship Biomedical Science and Veterinary Medicine program. In this talk, learn more about how your district, like DIA, can create relevant models for career engagement, from Kindergarten through high school.</p> <p>Teaching with Care, Culture, and Consistency in the STEM Classroom <i>Dr. Kristen Antoine-Morse, East Baton Rouge Parish Schools</i></p> <p>In today's diverse classrooms, educators must embrace the cultural identities of the students they teach. During this training, two main goals are to be accomplished: (1) present lessons and activities that approach STEM from a culturally and linguistically responsive perspective and (2) have a discussion that will open a useful dialogue which seeks to inform culturally relevant teaching practices in STEM classrooms. We will also focus on intersectionality and other topics independent of STEM and relating to teaching with cultural awareness.</p> <p>Educating and Caring for the Whole Child: A Diverse Approach to Meeting Students' Needs <i>Dr. Candice Castillo, Houston Independent School District</i></p>

Wednesday, July 13, 2022
District-Led Presentations

Room	2:10pm – 3:10pm – Session Details
Fairfield	<p>Tales of a Power Partnership: A District’s Influence on High-Quality Curriculum Development and Implementation <i>(District-Led Platinum Sponsor Presentation, Curriculum Associates)</i> <i>Dr. Kristina Mason, Director of K-12 Teaching and Learning Math, Anchorage School District (ASD)</i> <i>Diane Or, Director K-12 Teaching and Learning Reading/ELA, ASD</i></p> <p>Educator perspective and vision are essential to the development of high-quality instruction and assessment materials, yet, all too often, our education leaders are consulted late in the development cycle, or not at all. In 2021, Curriculum Associates sought the expertise of the Anchorage School District leadership teams in reading and mathematics to direct and refine products and services to their discerning standards. This session will recount the story, dynamics, processes and results of the partnership between the Anchorage School District and Curriculum Associates on both solution development and implementation —and illustrate how the most worthy of undertakings can flourish and impact the teachers, children and families we serve, together.</p>
Franklin D	<p>Literacy in the Disciplines to Accelerate Learning <i>(District-Led Platinum Sponsor Presentation, ThinkCERCA)</i> <i>Susan Price, Executive Director of Curriculum Design, Jefferson County Public Schools</i></p> <p>Learn how Jefferson County Public Schools has worked with digital curriculum & school improvement partners to integrate close reading and writing, authentically, in the disciplines to the end of accelerated outcomes for students.</p> <p>Facilitators will share:</p> <ul style="list-style-type: none"> - Large Scale Implementation Processes/Best Practices for Leadership & Professional Learning - Data/Analytics for Accountability & Usage - Preliminary Impact Results <p>Participants will have the opportunity to:</p> <ul style="list-style-type: none"> - See how JCPS partners and district leaders support students, teachers, principals and in learning acceleration efforts - Learn how district leaders can effectively scale disciplinary literacy integration strategically - Ask Questions of Facilitators (At least 10 minutes of session will be held for Q&A)
Morrow	Data Visualizations Using PowerBI

Room	2:10pm – 3:10pm – Session Details
	<p><i>Dr. Michael Jernigan, Research Specialist, Broward County Public Schools</i></p> <p>Present three to four data visualizations (dashboards) using Power BI. The dashboards provide district and school performance on i-Ready, Florida State Assessments and Florida School grades. The dashboards allow selection criteria through filters that include individual schools, demographics, grade level, clusters of schools and Board Member. The dashboards are used by administrators, coaches, teachers and district personnel. The dashboards provide aggregate data used in decision making at all levels.</p>
Madison	<p><i>Panel Presentation</i></p> <p>Screening for Equity – An Urban Screener for Leadership in the Urban Core <i>John Marshall, Chief Equity Officer, Jefferson County Public Schools</i></p> <p>The session will be interactive as the presenter will charge the audience to qualify their own equity work. The audience will be engaged in a rich and active discussion about racial equity and what it really means to lead with such a lens. Further, a candid conversation about hiring proven equity leaders as opposed cliché catch all terms that are equality at best will drive the session. The equity is a tool used to vet and qualify aspiring principals by gathering a cache of evidence as proof that the aspiring leader/principal is already doing work in regards to equity.</p> <p>Improving Student Achievement Through Custom, Culturally Responsive, and Coherent Curriculum <i>Helena Swanson-Nystrom, Executive Director, Department of Curriculum and Instruction and Digital Learning, Chicago Public Schools</i> <i>Holly Slaughter, Elementary Reading and Language Arts Specialist, Pinellas County Public Schools</i></p> <p>Developing custom curricula is not the easy choice; for both Chicago Public Schools and Pinellas County Schools, it felt like an opportunity - if not an outright imperative - to provide all the students they serve with access to high-quality content and materials with both cultural and local relevance.</p> <p>CPS did their research: talking to districts who created curricula from scratch, they learned that many spend 8-10 years building an ELA or math curriculum. Chicago’s students didn’t have that kind of time to wait. The ambitious Curriculum Equity Initiative led to the development of the Skyline Curriculum, for which CPS worked with vendors to modify material for Chicago’s students, including diverse learners. No districts had worked on six content areas across all grade levels and nobody, especially pre-pandemic, had done so in a fully digital environment. Pinellas leaders, through the process of selecting curricular materials for new Florida state standards, wanted to</p>

Room	2:10pm – 3:10pm – Session Details
	<p>focus on the idea of a textbook supplementing locally-developed materials. The district partnered with TNTP and Impact Florida to create a rubric for identifying high-quality instructional materials for Pinellas, and worked with a vendor to tailor a custom English/Language Arts curriculum.</p> <p>At the same time, the most amazing curriculum in the world is no good if teachers won't use it, or modify the rigor out of the lessons. Educators must be on board to use the curriculum as it was developed - or at least must understand which parts of it lead to the active learning and cognitive challenges that students need in order to make academic progress. Both Chicago and Pinellas used intentional processes to deeply engage educators in curriculum development, along with other stakeholders.</p>
Union	<p>Moving Beyond a Single Story: Asset-Based Assessments <i>Wendy Ranck-Buhr, Instructional Support Officer, San Diego Unified School District</i> <i>Jessica Walsh, Math Coach, San Diego Unified School District</i> <i>Aly Martinez, Instructional Coordinator UTK-12 Mathematics, San Diego Unified School District</i></p> <p>Data structures in education have historically been leveraged for accountability and oppression. In San Diego USD, we are reimagining our practices for progress monitoring of student data and moving towards asset-based practices and assessments. Join our session to learn more about our district-wide shifts and our innovative asset-based math assessment, the District Essential Mathematics Indicators (DEMI) assessment. Aligned to our UTK-12 initiative to modernize mathematics, our DEMI assessment provides a window into student thinking, reports data through an asset-based lens, and fosters evidence-based reengagement in math classrooms and sites.</p>

Wednesday, July 13, 2022
District-Led Presentations

Room	3:20pm – 4:20pm – Session Details
Fairfield	<p>Using the Science of Reading to Advance Reading Outcomes for Diverse Learners (<i>District-Led Platinum Sponsor Presentation, Amplify</i>) <i>Lele Rondeau, Administrative Coordinator, TK-12 Instruction, Los Angeles Unified School District (LAUSD)</i> <i>Lindsay Young, Accelerated Academies Literacy Coach, LAUSD</i></p> <p>As many as 1 in 5 students have characteristics of dyslexia, as such, it is critical that we support our teachers in applying the research-based, multi-sensory strategies that empower ALL students to learn how to read. LA Unified’s Division of Instruction and the Division of Special Education collaborated to provide three distinct professional learning opportunities for our teachers and school leaders. Each of these opportunities built upon one another to support a coherent focus on high quality literacy and language instruction that is aligned to the science of teaching reading and language development. Our session would entail how we are using the science of reading to advance reading outcomes in LA for diverse learners, especially struggling readers. Evidence based professional learning opportunities included: The Orton-Gillingham Approach that focuses on how to teach reading using the principles of a Structured Literacy Approach which includes explicit, systematic, and cumulative instruction in foundational reading and language skills. Language Essentials for Teachers of Reading and Spelling (LETRS) is a professional development course that empowers teachers to understand the what, why, and how of literacy instruction, based on the most current scientific research. LETRS provides the knowledge and tools teachers need to effectively teach literacy, language and writing to all students. LETRS is a foundational training for all teachers of reading. To meet the needs of our diverse learners, we also have launched and implemented our district’s ELLP (Early Language and Literacy Program), Primary Promise (Rigorous, developmentally appropriate and personalized literacy instruction), Kindergarten Readiness Inventory (partnership with First5LA), and our Foundational Literacy and English Learner Micro-credentialing program to name a few. Reading is a civil right and 100% of our students deserve to have proficient literacy, numeracy and critical thinking skills. Part of the LA Unified’s initiative is the commitment to establishing this strong foundation for all early learners no later than the end of the third grade.</p>
Franklin D	<p>Implementing High-Quality, Equity-Focused Literacy Instruction at Cincinnati Public Schools (<i>District-Led Platinum Sponsor Presentation, Savvas</i>) <i>Lanisha Simmons, ELA Curriculum Director, Cincinnati Public Schools (CPS)</i> <i>Angela Houston, ELA Instructional Coach 7-12, CPS</i></p> <p>In this session, learn how the English Language Arts Curriculum Manager for grades 7-12 from Cincinnati Public Schools (CPS) and her team have helped scale the implementation of high-quality instructional materials and related</p>

Room	3:20pm – 4:20pm – Session Details
	<p>instructional practice through strategic actions in order to provide more equitable and accessible literacy instruction to their students. Join to discover their process for developing an Accelerated Learning Framework that includes four core components: Culturally Responsive Teaching and Learning, Aligned Curriculum and Instruction, Targeted Support, and Progress Monitoring. This framework is evolving to include essential Evidence of Success, which is tangible or observable evidence of effective, meaningful, daily teaching and learning.</p> <p>Participants will learn how CPS:</p> <ul style="list-style-type: none">• Established an Accelerated Learning Framework for instruction• Developed a Literacy Leadership Team that includes partnerships with providers• Uses Culturally Responsive Leadership practices to improve teaching and learning and more effectively implement high-quality instructional materials
Morrow	<p>A Collaborative Approach to the Implementation and Integration of Social and Emotional Learning <i>Molly Keyes, Behavior and SEL Support Specialist, Albuquerque Public Schools (APS)</i> <i>Anna Kay, Behavior and SEL Support Specialist, APS</i> <i>Adriana Kerr, Special Education SEL Resource Teacher, APS</i></p> <p>Like many districts across the country, Albuquerque Public Schools has prioritized Social and Emotional Learning as a foundational pillar for student success. As we began to take action on this priority, we quickly realized that there was a disconnect and oversimplification of Social and Emotional Learning that was preventing effective implementation. This presentation is the story of how our district created cross departmental collaboration opportunities towards a more sustainable SEL model. This includes how a core team identified current barriers, researched and identified SEL frameworks to be evaluated, and developed standards based on the SEL competencies created by the Collaborative for Academic, Social, and Emotional Learning (CASEL) to meet the needs of a large urban school district. Participants will walk away with an understanding of how to create similar structures in their districts. We will share our process for creating an SEL implementation plan as well as resources that helped us along the way.</p>

Room	3:20pm – 4:20pm – Session Details
Madison	<p data-bbox="369 264 1625 362">Creating a Culture of Learning: Student Outcomes Governance Driving Continuous Improvement <i>Dr. Talisa Dixon, Superintendent, Columbus City Schools (CCS)</i> <i>Dr. Russell Brown, Chief Performance Officer, CCS</i></p> <p data-bbox="369 399 1906 529">As Columbus City Schools navigated the pandemic, the board and the superintendent committed to the student outcomes focused governance model. Despite the challenges raised by the pandemic, the board and the administration developed board goals, guardrails and a strategic plan to provide a laser like focus on student outcomes as we returned to in-person instruction in the 2021-2022 academic year.</p> <p data-bbox="369 566 1883 732">The team will discuss the evolution of this process within Columbus City Schools. Looking back across this academic year, we will reflect upon our learnings as well as our ongoing areas of growth. The discussion will reflect learnings from the perspective of the board, the superintendent and senior staff. The presentation will conclude with our perspective regarding our next steps to continue to improve the process and, hence, student outcomes in the coming year.</p>
Union	<p data-bbox="369 773 1423 833">Closing the (Voting) Gap: One District’s Approach to Fostering Civic Engagement <i>Jonathan Permar, Director – Social Studies, Guilford County Schools</i></p> <p data-bbox="369 870 1902 1101">Among voter age groups, our youngest voters have the lowest turnouts, often attributed to a lack of interest or laziness when it comes to civic engagement and politics - but recent research argues differently. Barriers that young people face consistently contribute to follow-through with civic engagement and voting, and particularly those of color and those living with poverty are affected. Guilford County Schools began a district-wide program to encourage students to pre-register or register to vote, demystify the process and explicitly support them in their civic right to vote by removing barriers they face. Each step is taken to empower student voices, strengthen their ability to engage civically, and lift our young voters and community members as critical players in the public arena.</p>