

## Programs

### **Goal #5: Develop partnerships with Curriculum Associates to implement K-8 Core Math program.**

- Given the narrow nature of the goal, we will also address our partnership with Luzerne Community College.

#### *What Went Well*

**Curriculum Associates:** Looking back, in the fall of 2016 one of the first issues we faced was the inherited roll-out of the Everyday Math program and its subsequent abandonment several weeks into that fall semester. At the time, the gaps in terms of both horizontal and vertical alignment within and across grade levels in our math program were high. In February 2018, we adopted the i-Ready ELA and math diagnostic assessment with full rollout K-8 for the 2018-2019 school year. This school year, we have fully implemented the Core Ready Math program. The ability to provide both systematic development of a norm-referenced diagnostic assessment with the i-Ready supplemental online program in ELA and math and the potential of a guaranteed, viable, and consistent math curriculum K-8 with Core Ready Math allows for the common language and skills within and across grade levels to promote student **opportunity and access**. Our long-term work with Curriculum Associates professional development and training staff to implement both i-Ready and Core math is a positive departure from our traditional train-the-trainer model for professional development. First starting in grades 6-8 and now expanding to K-5, the opportunity to use the data we gather from our Curriculum Associates partnership combined with student performance data in the classroom and teacher observation is informing our child study decision making.

**Luzerne:** Our partnership with Luzerne Community College, along with our expanding partnerships with BU are at the foundation of our program goals and long-range planning as a learning community. The number of our teachers who are credentialed to teach Luzerne courses on-campus allows us for over 80% of our college credit bearing course offerings to be offered by our teachers, in-person and on our campus. For those students who are taking advantage of the flexible course offerings through Luzerne in our ELC program, overall course averages are consistent with our overall averages for our Honors level courses on campus. The development of systematic and measurable supports for students in our ELC program and implemented by two BASD teachers have been key to this grade alignment. Online course flexibility has provided true **opportunity and access** for students to a wide range of elective courses and disciplines not available on our BASD campus. We have a significant number of students making progress toward post-secondary degree attainment. We have two current juniors on pace to graduate with an Associate's Degree next year and tens of current sophomores on pace. A legitimate target for the Class of 2023 is 25 associates degrees awarded.

#### *Limitations*

**Curriculum Associates:** In the beginning of our partnership with Curriculum Associates, there seemed to be a general sense that "this too shall pass." These feelings were fair given the fate of Everyday Math and the implementation of most educational partnerships across education. Administratively, we can appreciate the directive to use i-Ready and Core Ready Math may not have felt consistent with the manner in which programming decisions have been made in the past in the BASD school district. That said, our work with Curriculum Associates is consistent with our belief in the idea that if students can *read critically, write effectively, and understand math conceptually and fluently, we have created the conditions for general change*. There will be occasions when as leaders we have to make decisions that are not popular internally for the betterment of the programs in which we are charged to supervise and evaluate. The selection of i-Ready and Core Ready Math are two examples.

**Luzerne:** A perceived limitation of our partnership with Luzerne is the loss of local autonomy on our development and content for concurrent enrollment courses and the reduction of on-campus electives taught by our teachers for high school credit. Within the block schedule, there will be opportunities for teachers to teach these low-

enrollment courses as overloads. Our secondary administrative team is also working hard to develop a 3<sup>rd</sup> summer semester to allow for the high value, low enrollment classes to be offered by our teachers for additional compensation. These courses would need to come with college credit in the current design as the value for our students, in the end comes from earned college credits. Our commitment here is to *protect the core*, not allowing students to replace core classes required for graduation with online equivalents. The economics of K-12 public education in 2020 simply will not allow for the depth and breadth of local credit course offerings of years past.

### *Moving Forward*

***Curriculum Associates: We delayed the implementation of the Core Reading program, as it seemed an overwhelming lift to adopt during these unprecedented times. As we return to an instructional model that more closely resembles normal, we will need to revisit our K-8 ELA and Reading program once again.***

Additionally, with administrative shifts in how we implement, supervise and evaluate programming, we are looking forward to receiving more of the features and benefits of our Curriculum Associates partnerships.

***Luzerne:*** Our primary task with Luzerne is to develop a fully functioning, adaptable, and attainable full-time senior vocational option for BASD students on the Luzerne campus. With CMAVTS a viable option after 8<sup>th</sup> grade only, our task is to provide **opportunity and access** to our Panthers who are interested in high-quality technical education.

### *Reflection*

While we have been working toward innovative program alignment opportunities and external partnerships for multiple years, the Covid-19 pandemic has provided a truly once in a lifetime opportunity to accelerate the equity and access issues that have doggedly dragged down public education for decades. As we watch BU become enmeshed in the realignment and integration process at the post-secondary level, we can see how our partnerships are but a microcosm of changes happening across the educational spectrum. Our combination of the high school and the middle school is similar in both purpose and nature to the BU integration and is assuredly met with a sense of loss of identity both at BU and within our walls.

As an organization, we have used these tumultuous and unprecedented times to truly engage in discourse about how to best manage through the pandemic. It is this very dialogue that has allowed us to be an exemplar to this point. While we must remain vigilant in our discipline to continue this dialogue, we must also use this dialogue to frame our civil discourse and debate on who we plan to be as an organization and a learning community. Change is hard, but in these unprecedented times choosing to ignore the need and the opportunity to evolve and change would be our most critical mistake.