

Positive about adoption/implementation	Concern about adoption/implementation	Solution Generation	Parking Lot
<ul style="list-style-type: none"> ● Aligned to science of reading ● Growth of writing with students ● High quality curriculum ● Diversity of experiences ● Increase in 6th grade writing ● Slowness of adoption/implementation-taking time ● Interactive protocols ● Critical thinking among students ● Diversity in text ● Quality of texts ● Every student receives books. ● Texts are engaging the interest of students. ● The “trade” books ● Positive depictions of persons of color in the text. ● Opportunities for students to take “deep dives” into the text. ● Both fiction and nonfiction incorporated into lessons ● There are misconceptions - parents don’t actually know what EL is; CTA survey conflicting with teacher testimonials 	<ul style="list-style-type: none"> ● Corporate’s philosophy ● Lack of experiential learning ● Not enough parental communication (e.g. info not being shared w/parents) ● Lack of writing opportunities, particularly in earlier grades ● Lack of alignment with SC standards ● Scripted nature ● Questions about rigor ● Intense time commitment of teachers—resources, consolidating planning materials, etc. ● Questions about alignment with student assessments ● Lack of support for struggling readers (e.g below grade level; dyslexic; etc) ● Lack of opportunity to teach phonics and grammar, specifically sentence structure ● Implementation feels “disjointed” ● EL lacks “narrative fiction”/“imaginative text” 	<ul style="list-style-type: none"> ● Balanced approach to teaching curriculum (integrity vs. fidelity) ● Hearing and sharing concerns (transparency) ● Open dialogue explaining the “why” behind decisions ● Timeline for implementation ● FAQ with data ● Preview of assignments ● Read CTA recommendations ● Clear expectation of/from teachers ● Specialized time to meet with EL staff (with pay) half day plannings ● Opportunities for parents and teachers to discuss curriculum ● Literacy coaches assisting with additional resources ● More insight provided to parents about skills being worked on ● OG program for teachers ● Scope and sequence for each grade level aligned to SC standards ● More than 1 literacy coach at each school ● Utilize literacy coaches to provide/curate supplemental materials if/when needed. ● Clear alignment with state testing (teachers shouldn’t have to supplement) 	<ul style="list-style-type: none"> ● Do parents have the ability to opt out of books? ● Is grammar being taught directly? ● Alignment of LETRS with EL?

		<ul style="list-style-type: none">● Literacy coaches with deep EL knowledge● Compile a notebook with each module for teacher● Get teachers opinion on curriculum● Feedback and support from walkthroughs● Testing and teaching needs to align (iReady, FastBridge, EL)● Collaboration with teachers from different schools● Internal hub for teachers to share information and resources.● Resources provided by district for students who need extra help● More access to professional trainers from EL or Leading Educators.● Consider strategic use of skills block to focus on students struggling with specific skills (ie. reading or writing)● Consider strategic use of the skills block to align more strategically with standardized tests including Fastbridge and iReady.● Consider the development of a simple manual that combines the various manuals provided by EL and serves as a crosswalk document between curriculum and SC State ELA standards.● Emphasize teaching EL with “integrity” vs. with	
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		<p>“fidelity”</p> <ul style="list-style-type: none"> ● Acknowledge openly what the district regrets about the roll-out and what we will do to rectify it. 	
<ul style="list-style-type: none"> ● Builds community, builds future leaders ● A long walk to water - diverse texts to read ● A long walk to water - integration across multiple disciplines ● Communication before implementation of each module; diversity; integration across each content area ● High Poverty Schools - The first time data shows kids are improving in double digits ● So much science and history in the EL curriculum. It has captured male students' interests. Writing and reading in heavy science focus. ● First grade child has learned to accept more of a diverse community and foster big ideas to make the community better. ● Implementation has gotten colleagues more together to attempt to navigate the curriculum. ● Quality of text ● Ability of students to read and express themselves when writing creatively. ● Assisted one student in 	<ul style="list-style-type: none"> ● Parents in the room who know very little about EL Curriculum. ● Lack of strategic plan on rollout and implementation ● Professional development and parent communication ● Curriculum had no teacher input. ● Standards alignment ? ● Lacks rigor and does not help higher achieving schools/boredom.. ● Uninformed parents ● Too much time spent on module one and module two; topics are inappropriate for 10 and 11 year olds. ● Professional development was treated as though they could do nothing ● Listening circles were not available prior to implementation. ● Feeling amongst teachers of being overwhelmed is palpable. ● Curriculum is not user friendly ● Lack of rigor and content in skills block ● LETRS and EL modules have varying scope and sequence ● Not rigorous enough 	<ul style="list-style-type: none"> ● Supplement with materials that provide more rigor and are developmentally appropriate based on content, task oriented. Workbook is not developmentally appropriate for all students. ● More flexibility. Steps to differentiate Children with learning disabilities: There are no accommodations for students with disabilities struggling with writing. (Harbor View). No ● The curriculum really supplements learning disabilities. ● Feedback for teacher observations. Break modules into parts. Allow more flexibility for teachers to serve students. ● Utilize external and internal stakeholders to have conversations regarding curricula. ● External and Internal stakeholder feedback ● Find a curriculum that works for teachers and easier to figure out, more teacher friendly and student friendly ● Teachers want a guide from iReady, appropriate topics 	<ul style="list-style-type: none"> ● What is the focus on phonics and grammar? (Grades, time, and implementation) ● Why do people feel EL is better for lower performing schools? ● Why is it very demanding on the teacher? ● Do we have student focus groups to hear their voices?

<p>sense of belonging after out-of-state move</p> <ul style="list-style-type: none">● The effort to provide a high-quality curriculum to all students.	<ul style="list-style-type: none">● More information needed about how EL works with the Montessori model.● Families should have been provided with a preview● Teachers need support - the curriculum is cumbersome.● More information needed about what is available for GT student in EL● Troubling that students have only read three books thus-far in the school year●	<p>for children. Concept of teacher friendly curriculum.</p> <ul style="list-style-type: none">● Co-teachers to support curriculum implementation● A reduced class size for second and third year teachers● Increased Planning time for teacher● Time for small groups● Joy in the curriculum● Program Evaluation of student outcomes, teacher feedback etc.● Collaborations between external and internal stakeholders to determine how best to support students.● Data to support program implementation (3 to 5 years)● Letting schools have autonomy to choose curriculum. Let the schools and principals have choice with curriculum implementation.● Training for schools who will implement next year should begin now● Examine where the achievement threshold of schools who have demonstrated success with EL is.● Share more about possible areas for customization.● Parents need more information about what EL is.● Supplement the skills block	
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		<p>to provide more information about where students “are” and where they “should be”</p> <ul style="list-style-type: none"> ● Determine how to customize EL for low, middle, high readers ● Share more about the correlation between EL and iReady ● Align iReady, MAP, and Fast Bridge testing to one another ● Simplify Communication to Parents. ● Consider how CCSD might create a representative body of SIC members/chairs to engage with for future decisions. 	
<ul style="list-style-type: none"> ● Love the inclusivity and more modern titles ● More pleased to move away from level leaders and expectations of grade level texts. ● Connections of the various literary texts and exposure. (Poetry in various ways) ● Building background knowledge; scaffolding up and extensions being offered. ● Enjoy tying in more fiction and nonfiction ● Cohesion is a priority. Vertical articulation. Student engagement. 	<ul style="list-style-type: none"> ● Assessments in Kiddom. Electronic platform where assessments are housed. ● Disheartening when diverse citizens with varied backgrounds are not embraced. The worry about a lawsuit or challenge makes it difficult for teachers to do their jobs effectively. ● Gaping holes in SC Curriculum Standards versus what EL has to offer. Teachers have to supplement. (Standards Unpacking) 	<ul style="list-style-type: none"> ● Schools are in different places with implementation. Trusting teachers to be able to supplement and use the curriculum effectively much more than they are today. ● Offer teachers more support. Testing. Parents do not have a tablet at home. Assess students in various ways. The student experiences assessments on a digital device. ● Screen time. Children come home with headaches. iReady, is it tied to EL. ● Standardization of communication from teachers. Standardization 	<ul style="list-style-type: none"> ● Is iReady tied to EL?

<ul style="list-style-type: none"> ● Build in scaffolds to help children access grade levels standards. ● Child has enjoyed the connection. Emotional connection to story. Assist children struggling with reading. Built in scaffolds which supports reading progressions ● Diversity in book choice. Family conversations for students to embrace all cultures. Generates bridge to nonfictions. Students have moved from comfort level to embracing current events. ● Students are excited about reading. Visiting schools and hearing students being excited about reading. ● Curriculum exposes to diversity of text in genre and poetry. Expands the child's world. Emerging kindergarten strong curriculum with support is helping children learn to read. Strong curriculum across schools. ● Hearing diversity and inclusion and how other people live. Other folk have ideas. 	<ul style="list-style-type: none"> ● Confusion about writing topics. Clear communication. ● Teachers fear what they feel is important to their learning. Sensitive subjects. There are other ways for students to learn about sensitive topics. ● Consistency in implementation. Vocabulary is not a part of the curriculum. A lot of words learning vocabulary out of context. One teacher per grade level. Is there planning? ● Inconsistent implementation amongst schools. ● Acceleration. Teacher materials are in need of a huge edit. Teacher side of the materials has been extremely tough. A hard edit with the instructional materials. The level of support has been varied. Teachers need the adequate level of support with implementation. ● Implementing a new curriculum is hard. Time and space need to be given for implementation. ● The heavy lift is what is difficult for teachers. The lift was last minute for 	<p>of communication with resources.</p> <ul style="list-style-type: none"> ● Encourage districts to make a committed stance to stick to a set curriculum. Invest in the support and give teachers the time and compensation to really understand and implement the curriculum. ● Use parents as resources to be advocates for the EL Curriculum. (Dianne Powell) ● Help teachers navigate difficult conversations. Grounded in how we want the district office. ● Use people in the community who are for it to help move students to cultures they may not have access to if we want children to navigate the world when they leave our system. ● Additional teacher - paid time support. Paid time to implement curriculum. Extra hour paid each week to plan and implement the curriculum. ● Invite parents and stakeholders into buildings to hear and see what teachers are instructing, parents will have a better 	
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teachers. Resources need to be streamlined.

- Teachers who did not receive the support are not able to teach at the anticipated level. Teachers need time to get caught up where the acceleration schools are today.

idea of what is and is not controversial. Make it a huge invitation to get parents to see and hear what students are learning.

- Clear implementation expectations. Clear levels of expectations. Pilot schools. Plan set in place before implementation so that they can all get to the same level. This is not fair to teachers with implementation. Clear consistent realistic expectations for implementation. How are we going to phase the work?
- Investment. What does the data show about where we are headed? Qualitative and quantitative data regarding implementation.
- Challenging Conversation. How do we support teachers, parents and stakeholders with crucial conversations?
- EL Expeditionary Learning. Give it time to develop. Technology is something that can be worked through. Time for teachers to have training. There are a lot of positive things that need to be held on too. Trust

		<p>teachers to supplement as well.</p> <ul style="list-style-type: none"> • Board members. Stop with the distractions and commit to working through the challenges. It is disheartening. The focus needs to be back on students and teachers, so they can be in the classroom. • Give it five years. It takes 3-5 years to implement the curriculum. The true data will not be observed until after 5 years. Eye opening experience to communicate what is appropriate for children. • Board members always fold to negative comments from the community. Piloting is a waste of time. Think about feedback and use with future implementation. • Daily Lessons and how to implement them. Create focus for the year. • Student feedback was positive. Student voice. Teachers can supplement. Administration has given teachers autonomy to be very flexible. 	
<ul style="list-style-type: none"> • Challenges kids to think on deeper level 	<ul style="list-style-type: none"> • Extended time on topics • Not teacher-friendly 	<ul style="list-style-type: none"> • Co-teaching/modeling • Start over w/teacher input 	<ul style="list-style-type: none"> • Access to curriculum online • Are observations continuing

- Support for teachers
- Themes
- tutor shared EL works well with the OG curriculum.
- The individual coaching from the very beginning as teachers and instructional coaches.
- Getting teachers to think on a different level.
- The best practices used as teachers are emphasized.
- The support received.
- First year teacher and the support.
- The trade books. The books schools received for the series.

- Question about appropriateness for K
- Lack of resources/differentiation for MLL
- Challenging to build reading stamina
- do not enjoy spending so much time on one topic. EL integrates science, social studies and SEL. It is overwhelming and doubling up in many places.
- The curriculum is not teacher friendly. Teachers have to pull from too many resources. Not developmentally appropriate
- the curriculum is not age appropriate
- The curriculum is too difficult for low level students. ELL students are not included. Inappropriate topics and trade books are not appropriate.
- The lack of differentiation. Some books are too difficult for higher level leaders. Lack of cohesive writing workshop. Culminating tasks does not support what students are learning. There are gaps for lower level readers.

- Minimize change
- Supportive measures for teachers
- Additional resources w/differentiation
- Flexibility
- Support, more support for teacher efforts. Teachers cannot get enough of the EL Curriculum. Growth rate at school was at 53% growth rate. It would be devastating to see it go. The curriculum has been transformative in their school. They are having deep conversations. The growth that schools are experiencing makes it harder to take the curriculum away.
- Curriculum has changed multiple times. She has kids that used to like to read. Here kids do not like to read anymore. The curriculum is challenging for students. The curriculum provides background information. More support is needed for the teachers. Various content areas are integrated within the curriculum.
- Teachers are teaching history. Providing background information is a part of the curriculum.

- throughout the year?
- How to include mastery of skills, especially phonics?

	<ul style="list-style-type: none"> ● ELL students are so far behind and the teacher is not allowed to supplement. ● The worksheets are too difficult and parents are not able to help children. ● The lack of ability to grow reading stamina. Texts are not long enough to really build student reading stamina in preparation for longer tests like MAP and SC Ready. There was lots of support in Acceleration Schools. Support is being sought from across the district. ● Teachers have not taught it long enough to support student learning. 	<p>Differentiated steps for curriculum implementation. Teacher input. Flexibility to supplement the curriculum.</p> <ul style="list-style-type: none"> ● The curriculum does not work for our population. Supplement where you want but do not remove a lesson. The curriculum is integrated with other content areas. ● The curriculum does a disservice to students we teach. The stamina is not there for the middle school test. Goal is for 5th graders to read up to 9 minutes. There is no reading going on for this text. The content is inappropriate. Not developmentally appropriate. What is the solution Flexibility to supplement. Flexibility to use different types of curriculum. 	
<ul style="list-style-type: none"> ● Diversity in materials ● Teachers done well ● Children are doing well ● Children want to talk about books at home ● Supplemental texts are “amazing” ● Gains in reading and writing ● Child can see herself and has a window into others’ lives 	<ul style="list-style-type: none"> ● Required to teach certain texts ● Lack of flexibility ● Inappropriate content ● Perceived lack of high expectations for student performance ● Not a one-size-fits-all ● Worried books are hidden from students ● Evident contradictions in EL 	<ul style="list-style-type: none"> ● Flexibility ● Alignment with SC standards ● Alignment with iReady ● Using EL as a springboard ● Collaboration ● Better communication—better prep for sensitive topics ● Improved parent/teacher communication 	<ul style="list-style-type: none"> ● Does EL follow the science of reading?

<ul style="list-style-type: none"> ● Students doing well grade wise. Children excel in learning. ● Students get to see various cultures within the texts. ● Teachers have done the best they could with ● Diversity of authentic texts ● Parents enjoy the books they are reading. ● Additional texts the district purchased above and beyond with the curriculum are amazing. High quality literature. ● * Read alouds are a positive for the students. ● Trade books are really good books. They like the diversity of the books. 	<p>and LETRS</p> <ul style="list-style-type: none"> ● The lack of rigor when it comes to writing. Reading materials inappropriate. Students in first grade may not be able to read the type of text presented. Open Court (114 of decodable reading). Rigor combined for her concern - The 5th grade unit addressed the United Nations Human Rights Doctrine. Students at two schools have rights protected under. Your rights are protected by the constitution of the United States. ● Inappropriate content for the age students were reading. It was hard for parents to read to some of the students. ● The writing portion for the students is too rigorous. The book did not allow for teachers to teach students responses in Kindergarten. It was not developmentally appropriate for first grade teachers. ● First grade we are teaching students how to read. Decodable books were not enough for students to learn to read. There is no time to teach students how 	<ul style="list-style-type: none"> ● Have all information available ● Keep politics out of the classroom ● Consistency and communication between parents and teachers ● Publishing factual information about EL ● Parent education on EL ● Be more transparent ● EL resources online for parents ● Parents should be informed about inappropriate books ● Update CCSD website for EL ● Flexibility with EL ● Meetings with parents by grade level a few times a year ● Highlights of EL compared to others ● Flexibility with time: Skills block, modules; iReady standards. MAP is not standards aligned. ● Consolidate resources for teachers; vertical alignment; SOW generated from Dr. Davis; Communicate better directly for teachers; Families can access the EL Website; ● EL used as a springboard instead of mandated requirement. Principals have to submit a paragraph 	
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to read in first grade. The curriculum is way above students' reading level.

- The text that students are reading is not appropriate for all the kids they are teaching. There are students who are well above the decodable texts. When teaching the fundamentals, we need more than 25 decodable texts.
- The curriculum is being hidden for the parents. The content was too heavy for the students when she came home. Classroom library books. The only thing she could locate the curriculum was the name of the book. The content was way beyond what her ten year old could handle. Promised parent review and feedback. Children are not allowed to bring home the required text. Teacher not being able to veer from the content. There is no flexibility with the curriculum.
- 7th grader earns good grades. Personal child cannot write a complete sentence with correct punctuation. Sticking to

of why they are supplementing.

- LETRS: Teachers are required to complete LETRS training. The Science of Reading. A solution is to have flexibility and springboard. There are evident contradictions between the two items. (EL Supports the Science of Teaching Reading). The Scope and Sequence of LETRS contradicts the EL Scope and Sequence.
- Alignment of thought between teachers and administrators leading the work.
- Sensitive Topics: Preface research to support topics that may be considered sensitive. For example, parents will need to have topics with crucial conversations. Communication prior to the teaching of the unit and providing alternative assignments for parents and students.
- Human identity being political. The willful ignorance of people being ignorant to the world. People are saying let's not talk about politics. These

sentence structure. All those things are taught during EL. Are they topics in the appropriate subject area?

people deserve better. Whiteness attacked by history. Pretending that it does not exist does not mean it did not happen today. Human Rights is not politics. The reason it is not here is because we do not have a hate law in this state.

- Parent Teacher Communication - Parents need to know what is being taught in their children's class.
- Peter Pan - Classic Book. Parents do not want the book to be censored. There are parents who want their children to read books if they want to. Esperanza rising kids are treated that way. Child had no idea other children lived this way in the world. Simple empathy of looking at other people and seeing their plight, understanding they do not have to deal with certain things, One kind of politics - excluding people and that is not fair.
- Have all the information available, but to keep politics out of the classroom. Framing a question to a child saying

		<p>point out what is. Recreate the question to bring diversity and inclusion into the classroom without being political. A teacher should be instructing kids but not leading them down a path that could be outside of their realm.</p>	
<ul style="list-style-type: none"> ● Writing from student has enhanced ● Protocols used in EL ● Encourages collaboration Students get to build on each other ● Quality of text on text list ● Trade books are a good variety ● Curriculum as a point of reference instead of people doing different things ● Teachers communicating with parents about what is happening in class (emails and texts) ● New teachers have a curriculum to use when they don't have the experience 	<ul style="list-style-type: none"> ● Lack of perceived teacher input ● Lacks rigor and not engaging ● Phonics scope and sequence ● Not enough writing ● Skills Block- phonics concerns ● The modules are too long, not challenging ● Accelerated pacing not available ● Not a fan of scripted curriculum 	<ul style="list-style-type: none"> ● Explicit instruction on being flexible ● Give principals choice over what is used (utilize resources from the past Open Court) ● Utilize strong teachers to help with EL implementation and supplementation ● Autonomy clearly defined ● Trust teachers professional judgment for instruction ● Alignment between EL coaches and district coaches ● Provide a front load of information or transparency for potential of political topics being discussed ● Better PD (instead of ZOOM) ● Better feedback from walkthroughs 	<ul style="list-style-type: none"> ● Why are we using LETRS if it doesn't match Skills Block? ● Can we look at differentiated approaches for early elementary and upper elementary? ● Can we look at the pacing and scripted nature of Bridges (elementary math curriculum)? ● Can we use Open Court to assist with phonics?
<ul style="list-style-type: none"> ● Promotes conversations ● Expands students' horizons ● Helps parents feel connected to students' learning ● Authentic texts 	<ul style="list-style-type: none"> ● Difficult to navigate website ● Racial/racial injustice has no room in classrooms ● Lacks rigor; doesn't teach phonics ● Not developmentally 	<ul style="list-style-type: none"> ● More consistency ● More schools specific information ● One-stop-shop for parents along with school information sessions 	<ul style="list-style-type: none"> ● Are there more resources? ● How to we know what schools have EL?

<ul style="list-style-type: none">● Connections to science and the world● Gives students a chance to collaborate● Brings people together	<p>appropriate, particularly for kindergarteners</p> <ul style="list-style-type: none">● Too many parts to teach comprehensively● Sensitive topics● Lack of transparency● Parents should be able to discuss topics with their kids● Lack of phonemic awareness background● Time consuming for teachers	<ul style="list-style-type: none">● Individualized approach for all students● Take social/political topics out of our classrooms● Send home book reading list–syllabus● More advanced notice● Let schools have a choice● Better training for teachers● Feedback from ALL voices	
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