

<b>POSITIVE FEEDBACK</b>		
<b>Feedback Comments</b>	<b>Feedback Category</b>	<b>Session</b>
Aligned to science of reading	Curriculum Quality	1
High quality curriculum	Curriculum Quality	1
Interactive protocols	Curriculum Quality	1
Quality of texts	Curriculum Quality	1
The “trade” books	Curriculum Quality	1
Communication before implementation of each module; diversity; integration across each content area	Curriculum Quality	2
Quality of text	Curriculum Quality	2
The effort to provide a high-quality curriculum to all students.	Curriculum Quality	2
Connections of the various literary texts and exposure. (Poetry in various ways)	Curriculum Quality	3
Building background knowledge; scaffolding up and extensions being offered.	Curriculum Quality	3
Cohesion is a priority. Vertical articulation. Student engagement.	Curriculum Quality	3
Build in scaffolds to help children access grade levels standards.	Curriculum Quality	3
The trade books. The books schools received for the series	Curriculum Quality	4
Supplemental texts are “amazing”	Curriculum Quality	5
Additional texts the district purchased above and beyond the curriculum are amazing. High quality literature.	Curriculum Quality	5
Protocols used in EL	Curriculum Quality	6
Quality of text on text list	Curriculum Quality	6
Curriculum as a point of reference instead of people doing different things	Curriculum Quality	6
Authentic texts	Curriculum Quality	6
Diversity of experiences	Diversity	1
Diversity in text	Diversity	1
Positive depictions of persons of color in the text.	Diversity	1
Builds community, builds future leaders	Diversity	2
A long walk to water - diverse texts to read	Diversity	2
A long walk to water - integration across multiple disciplines	Diversity	2

First grade child has learned to accept more of a diverse community and foster big ideas to make the community better.	Diversity	2
Assisted one student in sense of belonging after out-of-state move	Diversity	2
Love the inclusivity and more modern titles	Diversity	3
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.	Diversity	3
Curriculum exposes to diversity of text in genre and poetry. Expands the child's world. Emerging kindergartner strong curriculum with support is helping children learn to read. Strong curriculum across schools.	Diversity	3
Hearing diversity and inclusion and how other people live. Other folk have ideas.	Diversity	3
Diversity in materials	Diversity	5
Students get to see various cultures within the texts.	Diversity	5
Diversity of authentic texts	Diversity	5
Trade books are really good books. They like the diversity of the books.	Diversity	5
Expands students' horizons	Diversity	6
Both fiction and nonfiction incorporated into lessons	Fiction & Nonfiction	1
Enjoy tying in more fiction and nonfiction	Fiction & Nonfiction	3
Slowness of adoption/implementation- taking time	Instructional Support	1
Implementation has gotten colleagues more together to attempt to navigate the curriculum.	Instructional Support	2
Support for teachers	Instructional Support	4
The individual coaching from the very beginning as teachers and instructional coaches.	Instructional Support	4
Getting teachers to think on a different level.	Instructional Support	4
The best practices used as teachers are emphasized.	Instructional Support	4
The support received.	Instructional Support	4
First year teacher and the support.	Instructional Support	4
New teachers have a curriculum to use when they don't have the experience	Instructional Support	6

There are misconceptions - parents don't actually know what EL is; CTA survey conflicting with teacher testimonials	Other	1
More pleased to move away from level leaders and expectations of grade level texts.	Other	3
Challenges kids to think on deeper level	Other	4
Themes	Other	4
tutor shared EL works well with the OG curriculum.	Other	4
Teachers done well	Other	5
Teachers have done the best they could with	Other	5
Parents enjoy the books they are reading.	Other	5
Encourages collaboration Students get to build on each other	Other	6
Every student receives books.	Student Access	1
Trade books are a good variety	Student Access	6
Connections to science and the world	Student Access	6
Gives students a chance to collaborate	Student Access	6
Texts are engaging the interest of students.	Student Interest	1
So much science and history in the EL curriculum. It has captured male students' interests. Writing and reading in heavy science focus.	Student Interest	2
Child has enjoyed the connection. Emotional connection to story. Assist children struggling with reading. Built in scaffolds which supports reading progressions	Student Interest	3
Students are excited about reading. Visiting schools and hearing students being excited about reading.	Student Interest	3
Children want to talk about books at home	Student Interest	5
Child can see herself and has a window into others' lives	Student Interest	5
Read alouds are a positive for the students.	Student Interest	5
Opportunities for students to take "deep dives" into the text.	Student Interest	1
Growth of writing with students	Student Performance	1
Increase in 6th grade writing	Student Performance	1
Critical thinking among students	Student Performance	1
High Poverty Schools - The first time data shows kids are improving in double digits	Student Performance	2

Ability of students to read and express themselves when writing creatively.	Student Performance	2
Children are doing well	Student Performance	5
Gains in reading and writing	Student Performance	5
Students doing well grade wise. Children excel in learning.	Student Performance	5
Writing from student has enhanced	Student Performance	6
Teachers communicating with parents about what is happening in class (emails and texts)	Teacher-Parent Commu	6
Promotes conversations	Teacher-Parent Commu	6
Helps parents feel connected to students' learning	Teacher-Parent Commu	6
Brings people together	Teacher-Parent Commu	6

<b>POSITIVE FEEDBACK</b>					
Student Performance					
Diversity					
Student Interest					
Curriculum Quality					
Instructional Support					
Teacher-Parent Communication					
Student Access					
Fiction & Nonfiction					
Other					
<b>CONCERNS</b>					
Implementation Gaps					
Instructional Support					
Stakeholder Engagement					
Lack of Alignment	Alignment with standards, assessments and other curriculum				
Curriculum Challenges					
Content Concerns					
Age Appropriateness					
Other					
<b>SUGGESTIONS</b>					
Stakeholder Engagement					
Instructional Support & Guidelines					
Stakeholder Feedback					
Curriculum Changes					
Content Changes					

Implementation Enhancement					
Additional Support Resources					
Better Serve Exceptional Children	Might include accerlated learners, MLL, learners who are behind or have limitations				
Other					

<b>Concern Comments</b>	<b>Concern Category</b>	<b>Session</b>
Question about appropriateness for K	Age Appropriateness	4
the curriculum is not age appropriate	Age Appropriateness	4
Inappropriate content	Age Appropriateness	5
Inappropriate content for the age students were reading. It was hard for parents to read to some of the students.	Age Appropriateness	5
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.	Age Appropriateness	5
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 to read in first grade. The curriculum is way above students' reading level.	Age Appropriateness	5
Not developmentally appropriate, particularly for kindergarteners	Age Appropriateness	6
Teachers fear what they feel is important to their learning. Sensitive subjects. There are other ways for students to learn about sensitive topics.	Content Concerns	3
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.	Content Concerns	5
Racial/racial injustice has no room in classrooms	Content Concerns	6
Sensitive topics	Content Concerns	6
Lack of experiential learning	Curriculum Challenges	1
Lack of writing opportunities, particularly in earlier grades	Curriculum Challenges	1
Scripted nature	Curriculum Challenges	1
Questions about rigor	Curriculum Challenges	1
Lack of support for struggling readers (e.g below grade level; dyslexic; etc)	Curriculum Challenges	1
Lack of opportunity to teach phonics and grammar, specifically sentence structure	Curriculum Challenges	1
EL lacks "narrative fiction"/"imaginative text"	Curriculum Challenges	1
Lacks rigor and does not help higher achieving schools/boredom..	Curriculum Challenges	2
Two much time spent on module one and module two; topics are inappropriate for 10 and 11 year olds	Curriculum Challenges	2
Curriculum is not user friendly	Curriculum Challenges	2

Lack of rigor and content in skills block	Curriculum Challenges	2
Not rigorous enough	Curriculum Challenges	2
Troubling that students have only read three books thus-far in the school year	Curriculum Challenges	2
Confusion about writing topics. Clear communication.	Curriculum Challenges	3
Extended time on topics	Curriculum Challenges	4
Challenging to build reading stamina	Curriculum Challenges	4
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.	Curriculum Challenges	4
The curriculum is too difficult for low level students. ELL students are not included. Inappropriate topics and trade books are not appropriate.	Curriculum Challenges	4
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.	Curriculum Challenges	4
The worksheets are too difficult and parents are not able to help children.	Curriculum Challenges	4
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.	Curriculum Challenges	4
Required to teach certain texts	Curriculum Challenges	5
Lack of flexibility	Curriculum Challenges	5
Not a one-size-fits-all	Curriculum Challenges	5
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.	Curriculum Challenges	5
7th grader earns good grades. Personal child cannot write a complete sentence with correct punctuation. Sticking to sentence structure. All those things are taught during EL. Are they topics in the appropriate subject area?	Curriculum Challenges	5
Lacks rigor and not engaging	Curriculum Challenges	6
Phonics scope and sequence	Curriculum Challenges	6
Not enough writing	Curriculum Challenges	6
Skills Block- phonics concerns	Curriculum Challenges	6
The modules are too long, not challenging	Curriculum Challenges	6
Accelerated pacing not available	Curriculum Challenges	6
Not a fan of scripted curriculum	Curriculum Challenges	6



Lacks rigor; doesn't teach phonics	Curriculum Challenges	6
Too many parts to teach comprehensively	Curriculum Challenges	6
Lack of phonemic awareness background	Curriculum Challenges	6
Implementation feels "disjointed"	Implementation Gaps	1
Lack of strategic plan on rollout and implementation	Implementation Gaps	2
Professional development was treated as though they could do nothing	Implementation Gaps	2
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?	Implementation Gaps	3
Inconsistent implementation amongst schools.	Implementation Gaps	3
Implementing a new curriculum is hard. Time and space need to be given for implementation.	Implementation Gaps	3
Intense time commitment of teachers—resources, consolidating planning materials, etc.	Instructional Support	1
Feeling amongst teachers of being overwhelmed is palpable.	Instructional Support	2
Teachers need support - the curriculum is cumbersome.	Instructional Support	2
More information needed about what is available for GT student in EL	Instructional Support	2
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.	Instructional Support	3
The heavy lift is what is difficult for teachers. The lift was last minute for teachers. Resources need to be streamlined.	Instructional Support	3
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.	Instructional Support	3
Not teacher-friendly	Instructional Support	4
The curriculum is not teacher friendly. Teachers have to pull from too many resources. Not developmentally appropriate	Instructional Support	4
Teachers have not taught it long enough to support student learning.	Instructional Support	4
Difficult to navigate website	Instructional Support	6
Time consuming for teachers	Instructional Support	6
Lack of alignment with SC standards	Lack of Alignment	1
Questions about alignment with student assessments	Lack of Alignment	1

Standards alignment ?	Lack of Alignment	2
LETRS and EL modules have varying scope and sequence	Lack of Alignment	2
More information needed about how EL works with the Montessori model.	Lack of Alignment	2
Assessments in Kiddom. Electronic platform where assessments are housed.	Lack of Alignment	3
Gaping holes in SC Curriculum Standards versus what EL has to offer. Teachers have to supplement. (Standards Unpacking)	Lack of Alignment	3
Perceived lack of high expectations for student performance	Lack of Alignment	5
Evident contradictions in EL and LETRS	Lack of Alignment	5
Corporate's philosophy	Other	1
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.	Other	3
Lack of resources/differentiation for MLL	Other	4
ELL students are so far behind and the teacher is not allowed to supplement.	Other	4
Worried books are hidden from students	Other	5
Not enough parental communication (e.g. info not being shared w/parents)	Stakeholder Engagement	1
Parents in the room who know very little about EL Curriculum.	Stakeholder Engagement	2
Professional development and parent communication	Stakeholder Engagement	2
Curriculum had no teacher input.	Stakeholder Engagement	2
Uninformed parents	Stakeholder Engagement	2
Listening circles were not available prior to implementation.	Stakeholder Engagement	2
Families should have been provided with a preview	Stakeholder Engagement	2
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.	Stakeholder Engagement	5
Lack of perceived teacher input	Stakeholder Engagement	6
Lack of transparency	Stakeholder Engagement	6
Parents should be able to discuss topics with their kids	Stakeholder Engagement	6

<b>SOLUTION GENERATION</b>		
<b>Suggestions</b>	<b>Suggestion Category</b>	<b>Session</b>
Specialized time to meet with EL staff (with pay) half day plannings	Additional Support Resou	1
Literacy coaches assisting with additional resources	Additional Support Resou	1
More than 1 literacy coach at each school	Additional Support Resou	1
Utilize literacy coaches to provide/curate supplemental materials if/when needed.	Additional Support Resou	1
Literacy coaches with deep EL knowledge	Additional Support Resou	1
Internal hub for teachers to share information and resources.	Additional Support Resou	1
More access to professional trainers from EL or Leading Educators.	Additional Support Resou	1
Co-teachers to support curriculum implementation	Additional Support Resou	2
A reduced class size for second and third year teachers	Additional Support Resou	2
Increased Planning time for teacher	Additional Support Resou	2
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.	Additional Support Resou	3
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 Support Resou	3
Additional teacher - paid time support. Paid time to implement curriculum. Extra hour paid each week to plan and implement the curriculum.	Additional Support Resou	3
Co-teaching/modeling	Additional Support Resou	4
Additional resources w/differentiation	Additional Support Resou	4
Resources provided by district for students who need extra help	Better Serve Exceptional	1
Consider strategic use of skills block to focus on students struggling with specific skills (ie. reading or writing)	Better Serve Exceptional	1
More flexibility. Steps to differentiate Children with learning disabilities: There are no accommodations for students with disabilities struggling with writing. (Harbor View). No	Better Serve Exceptional	2
The curriculum really supplements learning disabilities.	Better Serve Exceptional	2
Determine how to customize EL for low, middle, high readers	Better Serve Exceptional	2
Individualized approach for all students	Better Serve Exceptional	6
Take social/political topics out of our classrooms	Content Changes	6
Scope and sequence for each grade level aligned to SC standards	Curriculum Changes	1
Clear alignment with state testing (teachers shouldn't have to supplement)	Curriculum Changes	1
Supplement with materials that provide more rigor and are developmentally appropriate based on content, task oriented. Workbook is not developmentally appropriate for all students.	Curriculum Changes	2

<b>Time for small groups</b>	Curriculum Changes	2
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.	Curriculum Changes	3
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.	Curriculum Changes	3
<b>Alignment with SC standards</b>	Curriculum Changes	5
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.	Curriculum Changes	5
<b>Timeline for implementation</b>	Implementation Enhancer	1
<b>Training for schools who will implement next year should begin now</b>	Implementation Enhancer	2
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.	Implementation Enhancer	3
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?	Implementation Enhancer	3
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.	Implementation Enhancer	3
<b>Minimize change</b>	Implementation Enhancer	4
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.	Implementation Enhancer	4
<b>Utilize strong teachers to help with EL implementation and supplementation</b>	Implementation Enhancer	6
Balanced approach to teaching curriculum (integrity vs. fidelity)	Instructional Support & G	1
Clear expectation of/from teachers	Instructional Support & G	1
OG program for teachers	Instructional Support & G	1
Compile a notebook with each module for teacher	Instructional Support & G	1
Testing and teaching needs to align (iReady, FastBridge, EL)	Instructional Support & G	1

Consider strategic use of the skills block to align more strategically with standardized tests including Fastbridge and iReady.	Instructional Support & G	1
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.	Instructional Support & G	1
Emphasize teaching EL with “integrity” vs. with “fidelity”	Instructional Support & G	1
Feedback for teacher observations. Break modules into parts. Allow more flexibility for teachers to serve students.	Instructional Support & G	2
Find a curriculum that works for teachers and easier to figure out, more teacher friendly and student friendly	Instructional Support & G	2
Teachers want a guide from iReady, appropriate topics for children. Concept of teacher friendly curriculum.	Instructional Support & G	2
Joy in the curriculum	Instructional Support & G	2
Letting schools have autonomy to choose curriculum. Let the schools and principals have choice with curriculum implementation.	Instructional Support & G	2
Examine where the achievement threshold of schools who have demonstrated success with EL is.	Instructional Support & G	2
Share more about possible areas for customization.	Instructional Support & G	2
Supplement the skills block to provide more information about where students “are” and where they “should be”	Instructional Support & G	2
Share more about the correlation between EL and iReady	Instructional Support & G	2
Align iReady, MAP, and Fast Bridge testing to one another	Instructional Support & G	2
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.	Instructional Support & G	3
Help teachers navigate difficult conversations. Grounded in how we want the district office.	Instructional Support & G	3
Challenging Conversation. How do we support teachers, parents and stakeholders with crucial conversations?	Instructional Support & G	3
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 teachers to supplement as well.	Instructional Support & G	3
Daily Lessons and how to implement them. Create focus for the year.	Instructional Support & G	3
Supportive measures for teachers	Instructional Support & G	4
Flexibility	Instructional Support & G	4

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.	Instructional Support & G	4
Teachers are teaching history. Providing background information is a part of the curriculum. Differentiated steps for curriculum implementation. Teacher input. Flexibility to supplement the curriculum.	Instructional Support & G	4
Flexibility	Instructional Support & G	5
Alignment with iReady	Instructional Support & G	5
Keep politics out of the classroom	Instructional Support & G	5
Flexibility with EL	Instructional Support & G	5
Flexibility with time: Skills block, modules; iReady standards. MAP is not standards aligned.	Instructional Support & G	5
Consolidate resources for teachers; vertical alignment; SOW generated from Dr. Davis; Communicate better directly for teachers; Families can access the EL Website;	Instructional Support & G	5
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.	Instructional Support & G	5
Have all the information available, but to keep politics out of the classroom. Framing a question to a child saying 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.	Instructional Support & G	5
Explicit instruction on being flexible	Instructional Support & G	6
Give principals choice over what is used (utilize resources from the past Open Court)	Instructional Support & G	6
Autonomy clearly defined	Instructional Support & G	6
Trust teachers professional judgment for instruction	Instructional Support & G	6
Alignment between EL coaches and district coaches	Instructional Support & G	6
Better PD (instead of ZOOM)	Instructional Support & G	6
More consistency	Instructional Support & G	6
Let schools have a choice	Instructional Support & G	6
Better training for teachers	Instructional Support & G	6
Data to support program implementation (3 to 5 years)	Other	2
Screen time. Children come home with headaches. iReady, is it tied to EL.	Other	3

Investment. What does the data show about where we are headed? Qualitative and quantitative data regarding implementation.	Other	3
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.	Other	3
Board members always fold to negative comments from the community. Piloting is a waste of time. Think about feedback and use with future implementation.	Other	3
Student feedback was positive. Student voice. Teachers can supplement. Administration has given teachers autonomy to be very flexible.	Other	3
Using EL as a springboard	Other	5
Highlights of EL compared to others	Other	5
EL used as a springboard instead of mandated requirement. Principals have to submit a paragraph of why they are supplementing.	Other	5
Human identity being political. The willful ignorance of people being ignorant to the world. People are saying let's not talk about politics. These 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.	Other	5
More schools specific information	Other	6
Open dialogue explaining the "why" behind decisions	Stakeholder Engagement	1
FAQ with data	Stakeholder Engagement	1
Preview of assignments	Stakeholder Engagement	1
Read CTA recommendations	Stakeholder Engagement	1
Opportunities for parents and teachers to discuss curriculum	Stakeholder Engagement	1
More insight provided to parents about skills being worked on	Stakeholder Engagement	1
Collaboration with teachers from different schools	Stakeholder Engagement	1
Acknowledge openly what the district regrets about the roll-out and what we will do to rectify it.	Stakeholder Engagement	1
Utilize external and internal stakeholders to have conversations regarding curricula.	Stakeholder Engagement	2
External and Internal stakeholder feedback	Stakeholder Engagement	2
Collaborations between external and internal stakeholders to determine how best to support students.	Stakeholder Engagement	2
Parents need more information about what EL is.	Stakeholder Engagement	2
Simplify Communication to Parents.	Stakeholder Engagement	2

Consider how CCSD might create a representative body of SIC members/chairs to engage with for future decisions.	Stakeholder Engagement	2
Standardization of communication from teachers. Standardization of communication with resources.	Stakeholder Engagement	3
Use parents as resources to be advocates for the EL Curriculum. (Dianne Powell)	Stakeholder Engagement	3
Invite parents and stakeholders into buildings to hear and see what teachers are instructing, parents will have a better idea of what is and is not controversial. Make it a huge invitation to get parents to see and hear what students are learning.	Stakeholder Engagement	3
Collaboration	Stakeholder Engagement	5
Better communication–better prep for sensitive topics	Stakeholder Engagement	5
Improved parent/teacher communication	Stakeholder Engagement	5
Have all information available	Stakeholder Engagement	5
Consistency and communication between parents and teachers	Stakeholder Engagement	5
Publishing factual information about EL	Stakeholder Engagement	5
Parent education on EL	Stakeholder Engagement	5
Be more transparent	Stakeholder Engagement	5
EL resources online for parents	Stakeholder Engagement	5
Parents should be informed about inappropriate books	Stakeholder Engagement	5
Update CCSD website for EL	Stakeholder Engagement	5
Meetings with parents by grade level a few times a year	Stakeholder Engagement	5
Alignment of thought between teachers and administrators leading the work.	Stakeholder Engagement	5
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.	Stakeholder Engagement	5
Parent Teacher Communication - Parents need to know what is being taught in their children's class.	Stakeholder Engagement	5
Provide a front load of information or transparency for potential of political topics being discussed	Stakeholder Engagement	6
One-stop-shop for parents along with school information sessions	Stakeholder Engagement	6
Send home book reading list–syllabus	Stakeholder Engagement	6
More advanced notice	Stakeholder Engagement	6
Hearing and sharing concerns (transparency)	Stakeholder Feedback	1
Get teachers opinion on curriculum	Stakeholder Feedback	1



Feedback and support from walkthroughs	Stakeholder Feedback	1
Program Evaluation of student outcomes, teacher feedback etc.	Stakeholder Feedback	2
Start over w/teacher input	Stakeholder Feedback	4
Better feedback from walkthroughs	Stakeholder Feedback	6
Feedback from ALL voices	Stakeholder Feedback	6
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Do parents have the ability to opt out of books?
Is grammar being taught directly?
Alignment of LETRS with EL?
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?
Is iReady tied to EL?
Access to curriculum online
Are observations continuing throughout the year?
How to include mastery of skills, especially phonics?
Does EL follow the science of reading?
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?
Are there more resources?
How to we know what schools have EL?

Positive Feedback										
	Curriculum Quality	Diversity	Student Performance	Instructional Support	Student Interest	Teacher-Parent Communication	Student Access	Fiction/ Non-Fiction	Other	Total
Session 1	5	3	3	1	2	0	1	1	1	17
Session 2	3	5	2	1	1	0	0	0	0	12
Session 3	4	4	0	0	2	0	0	1	1	12
Session 4	1	0	0	6	0	0	0	0	3	10
Session 5	2	4	3	0	3	0	0	0	3	15
Session 6	4	1	1	1	0	4	3	0	1	15
<b>Total</b>	<b>19</b>	<b>17</b>	<b>9</b>	<b>9</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>9</b>	<b>81</b>
	Curriculum Quality	Diversity	Student Performance	Instructional Support	Student Interest	Teacher-Parent Communication	Student Access	Fiction/ Non-Fiction	Other	
	19	17	9	9	8	4	4	2	9	
Concerns										
	Curriculum Challenges	Instructional Support	Stakeholder Engagement	Alignment	Age Appropriateness	Implementation Gaps	Content Concerns	Other	Total	
Session 1	7	1	1	2	0	1	0	1	13	
Session 2	6	3	6	3	0	2	0	0	20	
Session 3	1	3	0	2	0	3	1	1	11	
Session 4	7	3	0	0	2	0	0	2	14	
Session 5	5	0	1	2	4	0	1	1	14	
Session 6	10	2	3	0	1	0	2	0	18	
<b>Total</b>	<b>36</b>	<b>12</b>	<b>11</b>	<b>9</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>90</b>	90
	Curriculum Challenges	Instructional Support	Stakeholder Engagement	Alignment	Age Appropriateness	Implementation Gaps	Content Concerns	Other		
	36	12	11	9	7	6	4	5		
Solution Suggestions										
	Instructional Support & Guidelines	Stakeholder Engagement	Additional Support Resources	Implementation Enhancement	Curriculum Changes	Stakeholder Feedback	Better Serve Exceptional Children	Content Changes	Other	Total
Session 1	8	8	7	1	2	3	2	0	0	31
Session 2	10	6	3	1	2	1	3	0	1	27
Session 3	5	3	3	3	0	0	0	0	5	19
Session 4	4	0	2	2	2	1	0	0	0	11
Session 5	8	15	0	0	2	0	0	0	4	29
Session 6	9	4	0	1	0	2	1	1	1	19
<b>Total</b>	<b>44</b>	<b>36</b>	<b>15</b>	<b>8</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>11</b>	<b>136</b>
	Instructional Support & Guidelines	Stakeholder Engagement	Additional Support Resources	Implementation Enhancement	Curriculum Changes	Stakeholder Feedback	Better Serve Exceptional Children	Content Changes	Other	

	44	36	15	8	8	7	6	1	11	
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