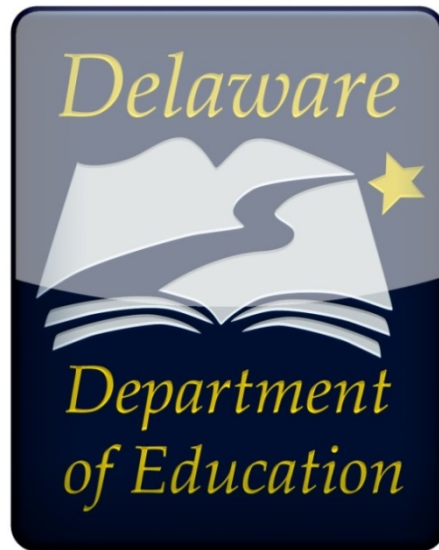


CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



CAMPUS COMMUNITY SCHOOL RENEWAL APPLICATION INITIAL REPORT

CSAC Initial Meeting: October 27, 2020
CSAC Initial Report Published: November 4, 2020

By September 30, 2020, Campus Community School (CCS) submitted an application to renew its charter. Consideration of this application is in accordance with the applicable provisions of 14 *Del. C.* § 514A and 14 DE Admin. Code § 275. Written renewal application guidance is provided by the Delaware Department of Education (DDOE) on its website. The renewal application template developed by DDOE is aligned to measures and targets within the Performance Framework, which outlines the academic, organizational and fiscal standards by which all Delaware charter schools are evaluated. The evaluation of the school's performance as measured by the Framework is a major component of the decision on the renewal application. The decision on the renewal application is based on a comprehensive review, guided, in part, by the following three questions:

1. Is the academic program a success?
2. Is the school financially viable?
3. Is the school organizationally sound?

This report serves as a summary of the strengths, areas of follow-up, and/or concerns identified by members of the Charter School Accountability Committee (CSAC) during their individual reviews of the charter applicant's renewal application, Performance Review Reports, Annual Reports and Performance Agreements and during the CSAC meetings.

The following attended at the Initial Meeting of the CSAC on October 27, 2020:

Voting Committee Members of the Charter School Accountability Committee

- Kim Klein, Chairperson of the Charter School Accountability Committee and Associate Secretary of Education, DDOE
- Gregory Fulkerson, Ph.D., Education Associate, Academic Support Team, DDOE Tiffany Green, Education Associate, Educator Support Team, DDOE
- April McCrae, Ed.D., Education Associate, Academic Support, DDOE
- Brian Moore, Education Associate, School Climate and Discipline, DDOE
- Catherine Oravez, Education Associate, Federal Funds and Cost Recovery, DDOE
- James Pennewell, Education Associate, Capital Projects Management, DDOE
- Michael Saylor, Ph.D., Education Associate, Educator Support Team, DDOE
- Chandra Pitts, CEO, One Village Alliance, Community Member,
- Charles Taylor, Community Member and Former Charter School Leader
- Ted Molin, Vice President, Wilmington Trust, Community Member
- Susan Veenema, Education Associate, Exceptional Children Resources, DDOE

Ex-Officio Members (Non-voting)

- Kendall Massett, Executive Director, Delaware Charter School Network
- Vincent Lofink, Delaware State Board of Education

Staff to the Committee (Non-voting)

- Darryl Parson, Deputy Attorney General, Counsel to the Committee, Delaware Department of Justice
- Leroy Travers, Lead Education Associate, Charter School Office, DDOE
- Brook Hughes, Education Associate, Financial Reform and Resource Management, DDOE
- John H. Carwell Jr., Education Associate, Charter School Office, DDOE
- Alicia Balcerak, Administrative Secretary, Charter School Office, DDOE

Representatives of Campus Community School

- Laura Axtell, Board President
- Heidi Greene, Head of School/Principal
- Gretchen DiVietro, Director of Curriculum and Instruction
- Carolin Lyon, Business Manager
- Kelly Summers, Special Services Coordinator

Discussion

Section 1: Overview

Ms. Klein asked the school to provide a brief overview of its charter renewal application. Ms. Greene introduced a slide presentation (see attached) and stated that Campus Community School (CCS) started in 1998 serving grades 1-8. Currently, CCS serves 420 students in grades K-8. The mission of CCS is:

To create and maintain an environment for learning that allows each student to maximize his or her potential in developing habits of mind, acquiring knowledge and skills, and demonstrating individual and social responsibility.

Ms. Greene shared the school's core values:

- *Health, Wellness, and Safety*
- *Continuous Reflection and Growth*
- *Engaging Academics*
- *Positive Community and Good Citizenship*
- *Personal Responsibility*

Ms. Greene stated that CCS remains committed to the Responsive Classroom model, which was implemented in school year 2016-17. The school's original charter, she added, focused on two main philosophies: 1. Social Constructivism which focuses on academics; and 2. Choice Theory that focuses on relationships and discipline. The Responsive Classroom model, she added, provides a hands-on approach to make these two philosophies come alive. Ms. Greene added that Responsive Classroom has helped the school flourish since its implementation. The core principles of the Responsive Classroom model are:

1. Social-emotional well-being is just as important as academics.
2. How we teach is just as important as what we teach.
3. Great cognitive growth comes through social interaction.
4. How we work together as adults is just as important as what each person contributes individually.
5. What we know and believe about our students informs our expectations, reactions, and attitudes toward those students.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Ms. Greene stated that in addition to Responsive Classroom, CCS remains committed to inquiry-based learning or social constructivism since the school opened. The school has evolved from writing its own curricula to incorporating some purchased curricula, but inquiry is the common thread. Ms. Greene stated that student-led conferences have been

a hallmark of CCS since it opened. It puts students in the driver's seat of their education. She added that the students create portfolios of their work and sit down with their teachers and their parents to discuss their trimester performance, accomplishments, struggles, and goals for the future. Ms. Greene noted that the grading and reporting framework has changed since the last charter renewal. Students still receive a rubric-based report card on a 1-4 scale, but the template now includes standards-based performance.

Ms. Greene stated that another hallmark of CCS is Habit of Mind. In addition to academic performance, students receive evaluations on persistence, reflection, self-direction, and citizenship. She added that developing the whole child and looking at their talents differently, is important to CCS. Ms. Greene stated the student service-learning is a mission-specific goal. Ms. Greene noted that Reader's and Writer's Workshop have always been part of CCS and these programs build passionate and competent readers and writers. She also noted that the school's special education program is an all inclusion model.

Ms. Greene emphasized the importance of student engagement. CCS expects students to apply what they learn and teach it to others. Students also receive authentic, hands-on learning experiences. For example, students helped build and maintain a chicken coop. Additionally, Ms. Greene explained how pairing younger students with older students contributes to a positive school climate and culture. She added that CCS values community engagement and provides a number of activities throughout the year, such as the annual Veteran's Day event. Ms. Greene also stated that CCS has received a number of awards since the last charter renewal, such as the Recognition School Award in 2018 from the Delaware Department of Education for increased student achievement. The funding helped CCS build an outdoor classroom. Lastly, Ms. Greene stated that CCS is currently serving students in the school building and teachers maximize outdoor learning as much as possible.

Following the school's introduction, Ms. Klein stated that the school has received academic data in accordance with the Delaware School Success Framework (DSSF) for the first four years of its current charter term. However, due to the Governor's mandated closure of all schools on March 12, 2020, resulting from COVID-19, there is no DSSF data available for the 2019/2020 school year. Alternatively, the school was required to report on its performance against the remote learning plan they submitted to the Department of Education.

Ms. Klein asked the CSAC if they had any questions or concerns regarding the Overview section of the school's renewal application. There were none.

Section 2: Academic Performance

Ms. Klein asked the CSAC if they had any questions or concerns regarding the Academic Performance section of the renewal application. Dr. Fulkerson commended CCS for submitting documents during the summer as a part of an early review window and for their quick response to requests for additional information. He stated that the Education Associates in the Curriculum, Instruction and Professional Development Workgroup have reviewed the submitted curriculum documents and have determined that CCS has met expectations in the following curriculum areas:

- ELA, K-8
- Science
- Social Studies
- Visual and Performing Arts

Dr. Fulkerson noted that the documents submitted for **math** were found to **partially meet** expectations due to an alignment issue in Grade 4 (see Appendix A for more detail).

Dr. Fulkerson referenced page 33 of the school's charter renewal application (under major challenges and accomplishments), where the school noted that 400+ Chromebooks were ordered last spring in response to COVID-19, but the equipment is still on back order. He asked the school to describe how students are receiving rigorous grade level instruction, specifically in the lower grade levels for math with the technology challenge. Ms. Greene stated that the 400 Chromebooks are still on back order with delivery scheduled for some time in November. While awaiting the Chromebooks, she added, all of the school's available technology was distributed to families, with first preference given to remote-only students and large families. Ideally, she commented, all families should have a device with a camera. Ms. Greene noted that 65% of CCS students are hybrid and these students come to the building 2-4 days per week depending on their grade level. Ms. Greene added that students on the hybrid schedule get independent days and school-wide virtual days on Wednesdays so every student needs access to a device. She also emphasized the importance of communicating with families to understand their needs.

Ms. DiVietro spoke to the school's math instruction. She explained that hybrid students who are in the building receive whole group instruction and small group instruction. Weekly professional learning community (PLCs) meetings are held with each team to discuss maximizing the impact of the Eureka math curriculum via remote instruction. Most curriculum materials, she added, have been digitized and made available online via Google Docs. Ms. DiVietro stated that accommodations are made for families that need hard copies of Eureka workbooks. Parents are provided the option to pick up the materials or receive them via mail. In addition, the school has provided other supplies such as white boards to make the Zoom calls more interactive.

Ms. Veenema asked the school to describe how the school's innovative practices are designed to support students with disabilities. Ms. Summers stated that when schools closed last spring the team contacted every family who had a student with a disability and assigned them a point of

contact at CCS. The purpose, she added, was to streamline communications for larger families to prevent them from receiving excessive weekly phone calls from different teachers. Ms. Summers stated that a goal for the single point of contact was to provide parents with an overview of the academic expectations for each child in accordance with the remote learning plan. Ms. Summers stated that the point person was able to customize information for families to support their children with disabilities. Students with disabilities were also assigned a caseworker to provide individualized academic support such as small group instruction and to ensure that work was rigorous and attainable with necessary accommodations. Ms. Summers stated that students participating in the hybrid model receive their services in the school building and remote students receive services on their independent days or on the school's Virtual Wednesdays. These services, she added, include small-group instruction, scaffolded instruction, and individualized direct instruction.

Dr. McCrae referenced pages 40 and 42 of the school's charter renewal application regarding the school's Smarter Balanced Assessment Consortium (SBAC) accountability policy, which helps increase student buy-in to the test-taking process. She asked the school to explain how the policy works in practice. Ms. Greene stated that students who receive a 1 out of 4 on the SBAC English Language Arts (ELA) or math assessment are required to attend summer school. If students receive a 2 on the assessments, parents are notified that their child's data will be reviewed more closely to determine if summer school is recommended or required. Ms. Greene stated that following the school's previous charter renewal it was not clear that all students were taking the assessments seriously. The policy, she added, has helped reinforce that assessments matter and, more importantly, it helps the school determine where students need the most support.

Dr. McCrae referenced page 35 of the renewal application regarding math and the strength of the school's middle school team. Dr. McCrae asked if the school could explain what is working for the school's middle school team. Ms. Greene stated that for both ELA and math the middle school team stays with the students for two years. In addition, there is one teacher dedicated to teaching grade 6 and one section of grade 7. Oftentimes, students have the same math and ELA teacher for two consecutive years, which helps the teachers know each student's strengths and weaknesses. Ms. Greene also noted that the teachers collaborate often. She also stated that the team has uniformly high expectations and they are skilled at inquiry-based instruction, which encourages students to explain and demonstrate what they learn. Ms. Greene stated that the middle school team uses the same math curriculum, Eureka Math. She noted that grades 4 and 5 currently have the greatest challenges with SBAC math. As a result, the sixth grade teacher works to close any incoming gaps. She added that as students rise to grades 7 and 8, the team helps them build up their math skills.

Dr. McCrae referenced page 42 of the renewal application regarding teacher professional development. She suggested that CCS leadership continue to support high performing teachers to support students' needs and suggested that they receive opportunities to build the capacities of other teachers to ensure that this expertise and culture spreads more uniformly across school.

Section 3: Organizational Performance

Ms. Klein asked the CSAC if they had any questions or concerns regarding the organizational performance section of the school's renewal application. Mr. Moore commended the school for improving its school discipline performance. He stated that last year, CCS was identified for one subgroup in the School Discipline Improvement Program, but this year CCS is below all of the thresholds. Mr. Moore also noted that the school's in-school suspensions have decreased significantly since last year and he commended the school for its success with restorative practices. He noted that the school's cyber-bullying policy has not been updated since 2015 and requested an updated version. Mr. Moore also asked the school to update its homepage with the State Ombudsman's hotline to report instances of bullying. Currently, the link is difficult to find. Lastly, Mr. Moore requested that the school update its code of conduct regarding suspensions. Specifically, the code states that a student's family will receive written notice when they return from suspension, but the regulation requires that parents receive written notice with information on their right to appeal prior to the out of school suspension.

Ms. Pitts commended the school for its work regarding restorative justice, community engagement, and its efforts to support students' social-emotional needs. She asked the school to describe any additional social-emotional supports to address the trauma caused by COVID-19, increased gun violence in the community, and heightened awareness of how law enforcement interacts with the community. Ms. Greene stated that the school's social-emotional supports are core to the culture of CCS. Every day starts with a morning meeting, which gives students an opportunity to share and support one another, and discuss controversial topics. She added that CCS is intentional about providing opportunities for students to share openly. Ms. Greene also stated that social studies classes provide opportunities for students to review news content and analyze it from different perspectives. To address trauma, she added, last year the Charter School Office provided professional development on trauma-informed practices. CCS also partnered with Delaware Guidance to provide staff development. Ms. Greene stated that all teachers have received training in trauma-informed practices. Additionally, CCS has a student support coordinator who provides first line support for students who may require more in-depth support that teachers are unable to provide. The student support coordinator also refers out concerns that are more serious. Ms. Greene also stated that the school is hiring another family crisis therapist to work at the family level. Additionally, CCS recently received a grant to hire a part-time school-based therapist who will work with students, teachers, and families.

Ms. Green asked the school to discuss their teachers who currently participate in mentoring and induction and the mentor selection process. Ms. Greene stated that this year CCS has four new teachers (not new to teaching). In addition to the state's mentoring program, mentoring is provided to all teachers who are new to CCS to orient them to the school's philosophy and expectations for CCS educators. Ms. Greene stated that the mentor selection criteria includes factors such as experience, success, strengths, and personality match. Ms. Green commended the school for including other factors besides years of experience in its mentor selection criteria.

Dr. Saylor referenced the school's renewal application regarding school leader succession planning and professional learning for school leaders. He commended the school for its school leader retention. He asked if the school has plans for all administrators to attain administrator certification. Ms. Greene stated that she is currently certified as an administrator. She added that she and the school's business manager, Ms. Lyon, are the sole administrators.

Mr. Lofink asked the school if the educational program includes any Perkins related content for students in grades 7 and 8 regarding career exploration. Ms. Greene stated that students in grade 7 and 8 are required to take a career exploration class. Specifically, students in grade 7 focus on personal finance with Junior Achievement (JA) and students in grade 8 focus on career exploration. Mr. Lofink asked the school if rising ninth graders and their parents receive any information about vocational-technical schools such as POLYTECH High School. Ms. Greene stated the all grade 8 students receive information about potential high school options including POLYTECH. Additionally, high schools are invited to the school to present to grade 8 students. She added that CCS takes an annual trip to POLYTECH so students can see the campus.

Mr. Lofink asked if the school participates in any interscholastic sports. Mr. Green stated that CCS postponed interscholastic sports this year due to COVID-19, but the school normally participates in interscholastic soccer, volleyball, basketball, and cheerleading.

Section 4: Financial Performance

Ms. Klein asked the CSAC if they had any questions or concerns regarding the financial performance section of the renewal application. Mr. Lofink asked about the school's \$633,000 special education settlement and its impact on cash flow and asked if any portion of that was covered by insurance instead of the school's revenues. Ms. Lyon stated that the school's insurance only covers legal costs up to \$50,000 for the school and the other party.

Ms. Lofink asked if the State's Equity Lawsuit settlement with Delawareans for Educational Opportunity and NAACP might have any negative impact on the school's finances. Ms. Lyon stated that the settlement would not have any negative impact on the school's finances.

Section 5: Five-Year Plans

The CSAC did not have any questions or concerns regarding the school's five-year plan.

Conclusion

At the conclusion of the meeting, Ms. Klein asked the voting members of the CSAC if there was any additional information they required in order to inform their decision-making. The CSAC requested the following information:

1. Math Curriculum (Grade 4): Provide response to address where the standards in modules 2 and 7 are embedded in the units of instruction for grade 4 (see Appendix A).
2. School Climate and Discipline:
 - a. Provide an updated copy of the school's cyber-bullying policy;
 - b. Add a link on the school's homepage with the contact information for the State Ombudsman's anti-bullying hotline;
 - c. Provide an updated Code of Conduct with a correction to the section regarding written notice requirements for out of school suspensions. Specifically, the regulation requires that parents receive written notice with information on their right to appeal prior to the out of school suspension;
3. Educator Support: provide validation from the DEEDS Mentoring Center that mentors and mentees are paired.

Next Steps:

- The CSAC will provide the school with an Initial Report no later than November 4, 2020.
- The applicant will have the opportunity to submit a written response to the CSAC Initial Report, which is due by close of business on November 29, 2020.
- The final meeting of the CSAC will be held on December 2, 2020. That meeting will take place virtually.
- A public hearing will be held virtually on November 9, 2020.
- If necessary, a second public hearing will be held virtually on December 8, 2020.
- The Secretary of Education will announce her decision at the December 17, 2020 State Board of Education meeting and seek the assent of the State Board as necessary.

Charter School Renewal—Campus Community Curriculum Review for Initial CSAC Meeting

Campus Community is to be commended for submitting documents during the summer as a part of an early review window and for their quick response to requests for additional information.

The Education Associates in the Curriculum, Instruction and Professional Development Workgroup have reviewed the submitted curriculum documents and have determined that Campus Community has met expectations in the following curriculum areas:

- ELA, K-8
- Science
- Social Studies
- Visual and Performing Arts

The documents submitted for **math** were found to **partially meet** expectations due to an alignment issue in Grade 4.

Grade 4 curriculum documentation indicates that “Module 2 (unit conversions) and Module 7 (exploring multiplication through measurement) will be embedded into other units and explored through online platforms such as Moby Max and Zearn (an HQIM aligned closely to Eureka). Students will still be assessed on these standards.”

No details were provided as to what lessons from Eureka Module 2 and 7 will be embedded into which units, which is needed in order for all teachers to be clear about the instructional plan. Additionally, it should be noted that Moby Max is not an HQIM; while it may be acceptable for providing practice or additional support, it cannot adequately replace the foundation of the core HQIM Eureka.

It appears that in Grade 3 the Eureka materials are used in close alignment to their design, but many adjustments have been made to the Grade 4 materials, altering the intentional design of these high-quality instructional materials. Your school’s most recent proficiency data in math are much higher at grade 3 (few materials revisions) than at grade 4 (many materials revisions). The Grade 4 curriculum needs to be revised to ensure that HQIM (Eureka or Zearn) are being used to fully address all Grade 4 standards and that a written plan is in place so that all teachers are clear about which specific lessons/modules will be done in each unit.

Expectations for Alignment

Submit revised Grade 4 curriculum documents that demonstrate where the lessons from Eureka Modules 2 and 7 are embedded in other units.

Content-Specific Comments, Commendations and Recommendations

ELA, K-5

Overall Evaluation:

- Meets Expectation K-5

Commendations:

- **Grades 3-5:** Units integrate reading, writing, speaking, and listening so that students apply and synthesize advancing literacy skills
- **Grades 3-5:** Units routinely expect that students draw evidence from text to product clear and coherent writing that informs, explains, or makes an argument in various written forms.
- **Grades 3-5:** Expectations indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.
- **Grades 3-5:** Writing assignments include aligned rubrics that provide guidance for interpreting student performance.
- **Grades K-5:** There is integration of reading, writing, speaking and listening activities throughout units and lessons
- **Grades K-3:** Units address the use of explicit and systematic instruction for reading foundational skills.

Recommendations:

- **Grades 3-5:** Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline specific texts.
- **Grades K-2:** Ensure anchor texts are reflected in the materials have the appropriate level of complexity for text read aloud (2-3 grade levels above what can be read independently).
- **Grades K-5:** Ensure a balance of literary and informational texts that reflect the proportions outlined in the CCSS for each grade level (In grades 3–5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text)
- **Grades K-2:** Build and evaluate text-dependent questions for interactive read-aloud. The following link is a resource that is useful for creating and evaluating text-dependent questions <https://achievethecore.org/category/1158/ela-literacy-text-dependent-questions>

Grades K-5: Note the reading standards for foundational skills in each grade. Did not see the standards addressed in the documents for grades 1, 2, 4, and 5.

ELA, Grades 6-8

Overall Evaluation:

- Meets expectations (Grades 6-8)

Commendations:

- (6-8) ELA Expectations and Priorities document indicates how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.
- (6-8) ELA Expectations and Priorities document describes varied modes of assessment to elicit direct and observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s).
- (6-8) Units integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
- (6-8) In the Delaware state standards, argument writing is introduced to students in grade 6. The provided Grade 6 unit document demonstrates targeted instruction in argument writing strategies.
- (6-8) Curriculum documents reflect content and pacing that can be reasonably completed within a regular school year.

Recommendations:

- (6-8) Include explicit instruction of the grammar and convention standards for the grade level with application both in and out of context.
- (6-8) As RTI/MTSS processes and interventions continue to refine, consider how Tier 2 reading intervention can directly support the content being addressed in the Tier 1 classroom in all of the disciplines.

Math:

Overall Evaluation:

- Partially meets expectations

Commendations:

- Campus Community has achieved a long-term implementation of Eureka Math, an HQIM for grades K-8.
- It is noted that while Grade K does eliminate Module 6, K.G.5 and K.G.6 are addressed as an extension of Module 2, therefore all K standards are addressed. This revision adequately address charter revision feedback that was provided in summer 2020.
- Pacing and matrix documents across K-8 consistently show the alignment to content and practice standards. Additionally, the vendor provided Math Standards Alignment Charts for grades 6-8 and assessment examples at each grade level were added to the curriculum files as well as a description of plans for on-going content-specific professional learning for math teachers. These updates addressed charter renewal feedback, which was provided in summer 2020.
- RTI processes and plans are clearly described and are in alignment with state requirements.

Recommendations: None

Expectations:

- Grade 4 curriculum documentation indicates, “Module 2 (unit conversions) and Module 7 (exploring multiplication through measurement) will be embedded into other units and explored through online platforms such as Moby Max and Zearn (an HQIM aligned closely to Eureka). Students will still be assessed on these standards.”

There are no details as to what lessons from Eureka Module 2 and 7 will be embedded into which units, which is needed in order for all teachers to be clear about the instructional plan. Additionally, Moby Max is not an HQIM; while it may be acceptable for providing practice or additional support it cannot adequately replace the foundation of the core HQIM Eureka. It appears that in Grade 3 the Eureka materials are used in close alignment to their design but a very large amount of adjustments have been made to the Grade 4 materials, altering the intentional design of these high-quality instructional materials. Most recent proficiency data is much better at grade 3 (few materials revisions) than at grade 4 (many materials revisions).

The Grade 4 curriculum needs to be revised to ensure that HQIM (Eureka or Zearn) are being used to fully address all Grade 4 standards and that a written plan is in place so that all teachers are clear about which specific lessons/modules will be done in each unit.

Visual & Performing Arts:

Overall Evaluation:

- Meets expectations

Commendations:

Curriculum documents are concise and show continued growth in alignment to new core arts standards.

Recommendations:

Continue work with music curriculum to show alignment to standards and assessments with rubrics that align to objectives and standards addressed in each unit.

Expectations:

Social Studies:

Overall Evaluation:

- Meets expectations

Recommendations:

Join the Social Studies Coalition annually to stay up to date on emerging trends in curriculum and assessment, access to new instructional materials, and receive professional learning opportunities for staff.

Science:

Overall Evaluation:

- Meets expectations

Commendations:

- Campus Community has a well-planned professional development plan.

Recommendations:

- Continue working on aligning assessments to be three-dimensional. Most assessments are one or two-dimensional (core ideas and a few with the science and engineering practices).
- Focus less on vocabulary. Kindergarten unit- science vocabulary is not age appropriate. Use the standards to guide the voc. Have science teachers read, **Science in the City** by Bryan A. Brown, so teachers learn how language and culture matter for effective science teaching.
- Continue using Stemteachingtools.org to guide your professional development and curricular resource alignment
- Use the EQulP rubric to evaluate your K-8 resource units. (rubric is found on www.nextgenscience.org). *Teacher Pay Teachers* and *STEM Scopes* are not rated as HQIM.
- Review curricular document for content accuracy. Kindergarten documents contain some content errors on forces and Grade 6 documents' discussion of "heat" is scientifically incorrect.
- Continue the search for HQIM in science.

World Languages:

N/A.