



JESSE BACON, SUPERINTENDENT
ADRIENNE USHER, ASSISTANT SUPERINTENDENT
BRANDY HOWARD, CHIEF ACADEMIC OFFICER
TROY WOOD, CHIEF OPERATIONS OFFICER

TO: Dr. Jesse Bacon, Superintendent *JTB*

FROM: Dr. Adrienne Usher, Assistant Superintendent *AU*
Dr. Brandy Howard, Chief Academic Officer *8/14/24*

RE: Curriculum/Instructional Resources, etc. Approval

DATE: August 14, 2024

As of July 25, 2022, the Superintendent will oversee all curriculum, textbooks, instructional materials, and student support services per changes in Kentucky Revised Statutes (KRS 160.345). The curriculum in each school shall be designed to achieve student capacities established by KRS 158.645 and the school goals established by KRS 158.6451. The curriculum shall comply with all applicable state and federal statutes and regulations. In any school administered under the provisions of KRS 160.345, the Superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the Board, the Principal, and the school council and after a reasonable public review and response period for all stakeholders. The attached documentation provides details on the following.

- School/Location
- Name of program or department requesting curriculum
- Applicable research and/or evidence-based findings for this curriculum (What Works ClearingHouse, EdReports, etc.)
- Explanation of curriculum materials including purpose, when will be utilized, content area, etc.
- Date of minimum two-week public stakeholder review by staff, parents, and the school community
- Review/approval date by Assistant Superintendent and/or Chief Academic Officer

Approval is requested of curriculum and/or instructional resources for district wide use along with several schools.

OUR MISSION IS TO INSPIRE AND EQUIP OUR STUDENTS TO SUCCEED IN LIFE

BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION

School/P rogram	Please provide what specific program and/or department is the request for, if applicable.	Curriculum Material Name (software, textbooks, instructional materials,	Please provide applicable research and/or evidence-based findings for this curriculum (What Works ClearingHouse,	Explanation of Curriculum Materials including purpose, when will be utilized, which content/behavior, etc. (link website and/or information)	Provide dates of when a minimum of a 2-week public stakeholder review by staff, parents, and the school community occurred	Date when principal consulted/d iscussed with SBDM Council (if	Asst. Super/C AO Approval
BES	https://www.sharks4kids.com/adopt-a-shark ; https://www.lifeline.org/meal-pack-faqs	Sharks for Kids; Meal Packing	The Sharks for Kids curriculum was part of a PBL unit completed in 23-24. The Meal Packing will be a PBL unit for 24-25.	Students worked to earn money to adopt a shark last school. This school year they will work to pack meals for Haiti.	8/2/24	6/27/2024	AU 7.9.24
BLMS	Financial Literacy for 6-8 as part of an addendum program falling under both Life Skills and Mathematics. 21st Century Skills, CASEL Competencies	EverFi Financial Literacy for Kids	https://everfi.com/research	Financial Literacy for 6-8 as part of an addendum program falling under both Life Skills and Mathematics. 21st Century Skills, CASEL Competencies	7/16/24	7/11/2024	AU 7.9.24
BVLA	BVLA High School Business Pathway	BusinessU	https://www.businessu.org/testimonials	BusinessU will be used by a resource throughout the Business Pathway in BVLA. It provides a large amount of resources and activities that our teacher can use to enrich her instruction.	It has been on our website since the 7/22/2024	NA	BH 8.5.24
BVLA	BVLA High School Business Pathway	Ramsey Solutions	https://www.businesswire.com/news/home/20210726005106/en/Test-Scores-Prove-Financial-Literacy-Effectiveness-of-Ramsey-Solutions%E2%80%99-High-School-Curriculum	"This curriculum teaches real world skills for financial security including budgeting, investing, insurance, buying a home, paying for college without student loans, and choosing a career that provides fulfillment to name a few topics taught in this curriculum." - Eric Lambert	7/22/2024	NA	BH 8.5.24
BVLA	BVLA High School Business Pathway	Stukent https://www.stukent.com/	Mrs. Julie McNeese and I have been exploring the software from both the teacher and student points of view for multiple weeks now. We believe this will be an engaging resource that will help activities feel more authentic to students.	Stukent has simulations of real businesses, marketing, accounting, and other situations. It allows students to design their own business plans and make decisions - those decisions have an impact on the outcome of their simulation. The cause and effect nature of these simulations will help activities feel more authentic.	7/22/24	NA	BH 8.5.24
ROC	Special Education-Specifically EBD student support	BrainPop	https://about.brainpop.com/research/	Materials will be used to support several SPED students in our Spring Meadows program with literacy skills and other Tier 2 interventions	8-2-2024 through 8-16-2024	NA	AU 8.12.24

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NBHS	Teaching Learning Pathway - UofL Dual Credit EDSP 240	Heward, W.L. (2017). Exceptional children: An introduction to special education (11th ed.) Upper Saddle River, NJ: Pearson Education, Inc. ISBN---13: 987-0-13-449301-5	Peer Reviewed and Cited - https://www.researchgate.net/publication/327821561_Exceptional_Children_An_Introduction_to_Special_Education_11th_Edition	This is the required text for the UofL EDSP course. Syllabus: https://docs.google.com/document/d/1bfRxszp1_WXGZay9UIxARvSTZ-g0NPJGE_XJXgs2vKg/edit?usp=sharing	TBD		AU 8.12.24

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			<p>Explicitly teaching strategies for planning, revising and editing writing has had strong and consistent positive effects on writing skill across grade levels. (Graham et al., 2012; Graham & Perin, 2007)</p> <p>Embedding writing instruction in content and having students write about what they are learning in English language arts, social studies, science, and math has boosted reading comprehension and learning across grade levels. (Graham et al., 2020; Graham and Hebert, 2010) Providing feedback on the effectiveness of students' writing and monitoring students' progress has improved students' writing. (Graham et al., 2011)</p> <p>Summarization and sentence-combining, both TWR strategies, have had strong positive effects on learning and on writing skill. (Graham & Perin, 2007)</p> <p>Teaching sentence-construction skills has improved reading fluency and comprehension. (Graham and Hebert, 2010)</p> <p>The What Works Clearinghouse, part of the federal government's Institute of Education Sciences, has recommended that students be taught to construct sentences, specifically mentioning sentence-combining and sentence expansion, another strategy used in TWR's method. (IES Practice Guide, 2018)</p> <p>Cognitive science research that</p>	<p>https://www.thewritingrevolution.org/method/research/.</p>			

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MES	Curriculum, Instruction and Assessment	Simple Solutions Science	https://singlesolutions.org/wp-content/uploads/2019/11/RetrievalPracticeGuide.pdf	Daily 5-10 minute daily flashbacks not only provide retrieval practice the research discusses, but it also provides access to more technical texts that are rooted in scientific content. Students can utilize their reading strategies to comprehend the text while also applying the text to solve scientific problems. Finally, the variety of texts and topics expose students to more phenomena, which in turn builds background knowledge.	August 12, 2024	8/20/2024	AU 8.12.24
MES	Curriculum, Instruction and Assessment	Simple Solutions-Social Studies	https://singlesolutions.org/wp-content/uploads/2019/11/RetrievalPracticeGuide.pdf	Daily 5-10 minute daily flashbacks not only provide retrieval practice the research discusses, but it also provides access to more technical texts that are rooted in social studies and historical content. Students can utilize their reading strategies to comprehend the text while also applying it to make inferences. Finally, students are exposed to a variety of texts and topics, which in turn builds background knowledge.	August 12, 2024	8/20/2024	AU 8.12.24
OES	OES - Science/Reading K-8	Generation Genius	Generation Genius	Generation Genius is a K-8 teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material and more. Our videos are produced in partnership with the National Science Teaching Association, and aligned to standards in all 50 states. https://www.generationgenius.com/Full_WebEd_Report_on_Generation_Genius.pdf	6/5/2024 through 6/19/2024	5/20/2024	BH 7.2.24

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OES	OES Literacy	Flocabulary	Flocabulary	The Flocabulary lesson sequence challenges students to think critically and creatively at every level. Cultivate literacy across the curriculum with standards-aligned, video-based lessons and activities that leverage the power of hip-hop, storytelling, and emotional connections.	6/5/2024 through 6/19/2024	5/20/2024	BH 7.2.24
OES	OES -Literacy	PebbleGo	PebbleGo	PebbleGo is a curricular content hub specifically designed for K-2 students. Packed with informational articles, ready-made activities, and literacy supports for students of all abilities, it boosts engagement and fosters independent learning in core subject areas. PebbleGo Next provides a natural next step for 3rd-5th grade students with articles all aligned to state and national standards with a familiar, yet age-appropriate, experience and supports.	6/5/2024 through 6/19/2024	5/20/2024	BH 7.2.24