

# EXECUTIVE SUMMARY

## FOR THE SHOREWOOD SCHOOL BOARD

**Topic:** Course Approval: Core Curriculum Development Course

**Date:** December 11, 2012

**Prepared by:** Lauren Croix and Matt Joynt

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**Recommended action:**

<input type="checkbox"/>	Information only
<input type="checkbox"/>	Presentation/discussion
<input type="checkbox"/>	Discussion/action by committee
<input checked="" type="checkbox"/>	Discussion/action by board of education
<input type="checkbox"/>	Presentation/action next meeting

**Recommendation(s):**

Approval of a new course titled: *Core Curriculum Development* to be offered as a mandatory elective credit for students that meet the criteria associated with taking the course through the Student Support Department at Shorewood High School for the 2013-2014 school year.

**Purpose:**

This new course would be provided for high school students (grades 11 and 12) that need support in the areas of English, reading, math, and/or science based on their performance on ACT preparatory assessments that are being provided through the school (PLAN and EXPLORE tests). The course is designed to improve college and career readiness by rapidly “filling” skill gaps in the core content areas prior to the ACT test. Unlike practice tests, which do not help fill knowledge gaps, this course would provide learning paths and instructional opportunities that “catch students up” in content areas where they have skill deficiencies. The curriculum will help students fill gaps while embedded assessments within the curriculum will confirm skill acquisition and academic progress. The Core Curriculum Development elective credit course has been developed in an effort to enhance the “tier II” support that Shorewood High School is able to provide to its upperclassmen students. This course would help the high school progress in its efforts to implement Response to Intervention (RtI) and improve its ability to meet ALL students’ needs.

**Background:**

The District maintains a curriculum inquiry process to improve learning and teaching. The curriculum inquiry process helps teachers develop and articulate local standards that guide their teaching in the context of broad state and national best practices and priorities. Educators participating in this ongoing cycle of curriculum renewal examine current curriculum practice in the school; clarify local needs, content and performance standards to determine how to balance competing demands; and plan critical classroom experiences to achieve desired student goals.

The SHS Student Support Department is currently using time dedicated to work within the curriculum cycle to complete components associated with Phase II of the District's curriculum cycle which includes the opportunity to create curriculum units or updates.

In developing the Core Curriculum Development course being proposed in this report, the Shorewood High School student support teachers have worked with the high school administration to ensure that the course meets student needs, fits within the current high school schedule, and could be funded in preparation for the 2013-2014 school year.

Per School Board Policy (330), All curricula and course offerings and any modifications shall be approved by the Board prior to implementation.

The following facts should be noted before a decision is made to approve the course:

1. If this course was offered this year based on the criteria developed to access the course 24 students in grade 11 would have been mandated to enroll in the class.
2. For the past three years 83% of Shorewood High School students have taken the ACT prior to graduation. This course would increase the number of students taking the ACT in that students that have elected not to take the ACT in the past would be enrolled in this course.
3. The proposal for this course request includes a team-taught concept in order to utilize instruction provided by licensed teachers in the content areas. This would require 0.4 FTE to teach one section of the course.
4. The most recent proposal made by the Wisconsin State Superintendent would have all students (100%) take the ACT prior to graduating from high school beginning in the 2014-15 school year.

**Attachment:**

Core Curriculum Development Course Proposal