

AGENDA

**SCHOOL DISTRICT OF NEW GLARUS
CURRICULUM COMMITTEE MEETING**

MONDAY, FEBRUARY 24, 2025

**HIGH SCHOOL LIBRARY/MEDIA CENTER, ROOM 183 JOIN ZOOM MEETING USING
LINK**

**HTTPS://US02WEB.ZOOM.US/J/84147078147?PWD=GANGIEB54AOQ9HSTGMO
ZZUMCC6OLIX.1 BY PHONE USING 1-646-568-7788 MEETING ID 841 4707 8147 &**

PASSWORD 800423

1701 2ND STREET

NEW GLARUS, WISCONSIN 53574

6:30 PM

- I. **Call to Order**
- II. **Study Sync ELA Pilot**

2



New Glarus School District

2

HS ELA- StudySync Pilot Proposal

Monday, February 24, 2025



STUDYSYNC ELA

- Description of StudySync (McGraw Hill)-
 - *StudySync is a comprehensive English Language Arts (ELA) curriculum designed to engage students in reading, writing, speaking, and listening through a blend of print and digital resources. It provides a rigorous, standards-aligned approach to literacy instruction while incorporating diverse texts, multimedia components, and scaffolded support for learners at varying levels.*
- EdReports Report
- Link to Curriculum Website

9th Grade

GATEWAY 1

Text Quality

30/32



GATEWAY 2

Building Knowledge

32/32



ALIGNMENT (GATEWAY 1 & 2)

Meets Expectations

10th Grade

GATEWAY 1

Text Quality

30/32



GATEWAY 2

Building Knowledge

32/32



ALIGNMENT (GATEWAY 1 & 2)

Meets Expectations

11th Grade

GATEWAY 1

Text Quality

30/32



GATEWAY 2

Building Knowledge

32/32



ALIGNMENT (GATEWAY 1 & 2)

4

Meets Expectations

GATEWAY 3

Usability

31/34



USABILITY (GATEWAY 3)

Meets Expectations

GATEWAY 3

Usability

31/34



USABILITY (GATEWAY 3)

Meets Expectations

GATEWAY 3

Usability

31/34



USABILITY (GATEWAY 3)

Meets Expectations



REQUIREMENTS FOR CHOOSING A CURRICULUM

1. Meets Standards
 - a. Accomplishes grade-level standards by unit
2. Guaranteed and Viable Curriculum
 - a. Staff unified across classes
3. Based On Research (see Edreports)
4. Scope and Sequence
 - a. Multi-unit curriculum
5. Embedded Assessments
 - a. Multiple assessments to demonstrate skills
6. Inclusive
 - a. Tools on digital site
7. Professional Development Available.



PROCESS TO PICK A CURRICULUM

- Step 1- Use EdReports as a screener for curriculum options.
- Step 2- Teachers/Staff review materials; connect with other schools
(discussed w/ Boyceville teachers)
- Step 3- *PILOT***
- Step 4- If all goes well, look to adopt curriculum



WHY STUDYSYNC WAS SELECTED

- **SpringBoard Discontinued**

CollegeBoard is ending SB support after the 2025-2026 school year

- **MyPerspectives previously explored**

Last curriculum round we piloted My Perspectives and it was less successful than SpringBoard, our current curriculum; MP relied on less widely-known texts, it only had brief lessons on skills, the excerpts did not support growing reading stamina or opportunities for in-depth critical thinking

- **Rich and Diverse Texts**

Wide range of literature, including classic and contemporary fiction, nonfiction, poetry, and drama, ensuring students are exposed to multiple perspectives and genres

- **Embedded Skills Lessons**

Skill lessons build foundational language and comprehension skills, as well as reading, writing, and research on inquiry skills

- **The Writing Process**

Writing instruction guides students through the stages of planning, drafting, revising, editing, and publishing

The Elite College Students Who Can't Read Books.

To read a book in college, it helps to have read a book in high school.

By Rose Horowitz at The Atlantic

- **NICHOLAS DAMES HAS taught Literature Humanities, Columbia University's** required great-books course, since 1998. He loves the job, but it has changed. **Over the past decade, students have become overwhelmed by the reading.** College kids have never read everything they're assigned, of course, but this feels different. Dames's students now seem bewildered by the thought of finishing multiple books a semester. His colleagues have noticed the same problem. **Many students no longer arrive at college—even at highly selective, elite colleges—prepared to read books.**
- Daniel Shore, the chair of **Georgetown's English department**, told me that his **students have trouble staying focused on even a sonnet.**



SAMPLE OUTLINE

| Days | Readings | Paired Readings | Skill and Standard Instruction | Skill Practice |
|------|----------------------------|---|---|---|
| 1-3 | Hamlet (Act 1, Scenes 1-2) | | | |
| 4-7 | Hamlet (Act 1, Scenes 3-5) | The Postmaster | Theme Story Elements Summarizing | Textual Evidence Collaborative Conversations |
| 8-10 | Hamlet (Act 2) | The Pardoner's Prologue (from 'The Canterbury Tales') | Point of View Connotation and Denotation | Textual Evidence Collaborative Conversations |



PROS/CONS OF THE CURRICULUM

Pros

- Strong library of text options that work with the units (builds **reading** standards)
- Variety of writing strategies and mediums (builds **writing** and **speaking/listening** standards)
- Digital component has audio function (supporting students)
- Allows teachers to use their expertise in selecting units and texts from a variety of options to best meet learners and standards
- Not a “turn-the-page” curriculum (allows flexibility of timelines)

Cons

- Our use of SpringBoard resources have led to strong ACT scores in past years
- Any set curriculum has issues that become apparent over usage
- AI workarounds to avoid skill building not present (no curriculums have this at the moment)
- Not a “turn-the-page” curriculum (con if teacher is a non-English teacher)
- Adopting new curriculums takes time to adjust to new ‘flow’



NEXT STEPS

- Pilot English 2 unit(s)
 - Review outcomes
- Evaluate
- Review our options for 2025-2026
 - Continue with the last year of SpringBoard
 - Adopt StudySync
 - Review other curriculum

Questions?



School District of New Glarus



1701 Second Street
New Glarus, WI 53574

District (608) 527-2410
Fax (608) 527-5101

New Glarus School District Early Literacy Remediation Plan

February of 2025

Section 1: Introduction

New Glarus Early Literacy Plan

Publication date: February of 2025

District Vision:

To be a leader in K-12 education and prepare all students for future success.

District Mission:

Educating each student to contribute and succeed in our global community by fostering a passion for learning and the pursuit of excellence.

Early literacy vision and mission:

To be a leader in K-12 education and early literacy and prepare all students for future success.

Educating each student to contribute and succeed in our global community by fostering a passion for learning and the pursuit of excellence.

Link to plan in additional languages: [Nuevo Plan de Remediación de la Alfabetización Temprana del Distrito Escolar de Glarus](#)

Universal Approach to High Quality Instruction

Links to standards:

- [Wisconsin Standards for English Language Arts, DPI 2020](#)
- [Wisconsin Essential Elements for English Language Arts, DPI 2022](#)
- [Wisconsin Model Early Learning Standards Fifth Edition](#)
- [The 2020 Edition | WIDA](#)

Based on your vision and mission, insert a narrative that shares your universal approach to literacy learning. This narrative might include a description of culturally and linguistically relevant:

Our vision and mission prioritize equitable access to literacy for all students through a comprehensive and inclusive approach. Grounded in a Multi-Tiered System of Support (MTSS) framework, our universal literacy curriculum ensures every student receives high-quality, evidence-based reading instruction.

Instructional Framework and Curriculum

The curriculum (Core Knowledge Language Arts or CKLA) reflects culturally and linguistically relevant content, fostering engagement for all students. It integrates an inclusive instructional framework that promotes active learning and aligns with clearly defined Essential Learning Outcomes (ELOs) for reading.

Evidence-Based Instructional Practices

Core reading instruction incorporates practices grounded in research, such as explicit phonics instruction, vocabulary development, and comprehension strategies. Students regularly engage with texts that build critical thinking and literacy skills, ensuring a well-rounded literacy foundation.

Differentiated Supports and Engagement Strategies

We are committed to creating inclusive learning environments by differentiating to meet individual needs, leveraging students’ strengths, and providing multiple pathways for engagement and expression.

MTSS and Tiered Support

Through our MTSS plan, all students are assessed on their mastery of ELOs. Those who do not meet success criteria receive Tier 2 support, ensuring timely and effective interventions to close gaps and promote progress toward mastery. Students who are significantly behind receive Tier 3 intervention as well as Tier 1 and 2 instruction to help those students achieve at the level of their peers.

Section 2: Strategic Early Literacy Assessment System

| Reading Readiness Screeners | Parent/Caregiver Communication |
|---|---|
| <p>Statewide 4K Fundamental Skills Screening Assessment <i>Pearson aimswebPLUS</i> (phonemic awareness & letter-sound knowledge)</p> | <ul style="list-style-type: none"> ● Parents and caregivers can expect to receive a letter by email that will be sent within 15 days of the scoring of the statewide early literacy screener. <p>15</p> <ul style="list-style-type: none"> ● Reports will be sent twice per year in |

| | |
|--|--|
| <p>Screening windows/dates:</p> <p>April 14-18, 2025</p> | <p>the fall and spring.</p> <ul style="list-style-type: none"> • Please notify the school of your preferred language and mode of communication. |
| <p>Statewide 5K-3 Universal Screener <i>Pearson aimswebPLUS</i> (phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding & oral vocabulary)</p> <p>Screening windows/dates:</p> <p>January 13-17, 2025 April 14-18, 2025</p> | <ul style="list-style-type: none"> • Parents and caregivers can expect to receive a letter by email that will be sent within 15 days of the scoring of the statewide early literacy screener. • Reports will be sent three times per year- fall, winter, and spring. • Please notify the school of your preferred language and mode of communication. |

Diagnostic Literacy Assessments

Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener or who are referred for additional testing by a teacher or parent/caregiver. Act 20 requires that a diagnostic assessment include all of the specific literacy subskills enumerated in Act 20 and meets the technical specifications in Act 20 (i.e., a sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure).

| Assessment title(s) | Assessment description | Skill area(s) | Technical Specifications |
|---------------------|---|--|--|
| Fastbridge | Research-based universal screening and progress monitoring for academics and social-emotional behavior (SEB) with intervention recommendations. | <p>Letter Names: The letter names decision task measures whether a student can accurately and automatically identify all upper- and lowercase letter names.</p> <p>Letter Sounds: The letter sounds decision task measures if a student can accurately and automatically identify all letter sounds including dual sounds for “c” and “g”.</p> <p>Encoding: The Word Encoding decision task measures if a student can accurately and automatically encode the appropriate spelling for a given word based on appropriate sound-spelling correspondence.</p> | <p>Technical Report</p> <p>Norm Report</p> |

| | | | |
|--|--|---|--|
| | | <p>Word Identification: The Word Identification decision task measures if a student can accurately and automatically identify frequently occurring words.</p> <p>Vocabulary: The Vocabulary Definitions task measures how well students know the definitions of tier 2 words, or words that are used in multiple contexts but may require some vocabulary instruction to help children learn them.</p> <p>Matching Synonyms: The Matching Synonyms task assessed students' accuracy and speed in matching words that were similar in meaning. Half of the words have high imageability, which are words that can easily be seen. The other half are low-imageability items, or abstract words that are difficult to make a mental image of.</p> <p>Decoding: The Word Decoding decision task measures if a student can accurately and automatically read decodable non-words based on decodability levels that represent appropriate developmental progress in word reading.</p> <p>Morphology: The Word Morphology decision task measures if a student can accurately and automatically identify word structures and relationships based on the appropriate use of morphemes, roots, and affixes.</p> | |
|--|--|---|--|

| Other Relevant Assessment Data | Parent/Caregiver Communication |
|--------------------------------|--------------------------------|
| iReady | Skyward Family Access |
| CKLA - BOY | Classroom communication |

Section 3: Student Supports

| Interventions: The following evidence-based interventions provide explicit and systematic instruction and are available for students in need of additional support, including students with characteristics of dyslexia: (add link to additional document or complete the table below) | | |
|--|---|--|
| Literacy skill(s) | Intervention strategy or resource(s) | Strategies for weekly monitoring of progress |
| <i>Phonological Awareness</i> | Phonemic Awareness | <i>Fastbridge</i> |
| <i>Decoding</i> | Direct Instruction Lexia Core 5 Phonics for Reading | <i>Fastbridge</i> |
| <i>Fluency</i> | Direct Instruction Fluency Passages | <i>Fastbridge</i> |

| Personal Reading Plans |
|---|
| <p>Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan designed to accelerate their early literacy development. This plan includes:</p> <ul style="list-style-type: none"> • An overview of the science-based early literacy programming used • Early literacy assessment data and overall analysis • Specific student goals and a detailed support plan • Additional services to enhance literacy skills • Recommendations for relevant early literacy strategies <p>A copy of the plan will be provided to families within 10 days of any subsequent screener or diagnostic assessment requested by a parent or teacher. Progress updates will be shared with families at least every 10 weeks to ensure transparency and collaboration in supporting the student’s literacy growth.</p> <p>New Glarus 5K-3rd Grade Personalized Reading Plan Template</p> |
| <i>Wisconsin's Informational Guidebook on Dyslexia and Related Conditions</i> |
| Wisconsin Information Guidebook for Dyslexia and Related Conditions |
| Promotion Policy |
| DPI Promotion Policy |

Summer Reading Support

Describe the summer reading support that will be offered, to which students, and how and when parents/caregivers can expect communication.

The New Glarus School District will offer a **Summer Skills Sharpener** class to support students with a Personalized Reading Plan. This summer school program aims to help students maintain and enhance their reading skills during the break.

Key Details:

- **Eligibility:** The program is specifically available to students with a Personalized Reading Plan.
- **Transportation:** The district will provide transportation to ensure accessibility for participating families.
- **Communication:** Parents and caregivers will receive information about the program in the Spring, including how to enroll and transportation details, directly from the district.

This initiative ensures continued reading support for students who need it and facilitates participation by providing necessary resources.

Exit Criteria

Share the local process for determining the criteria for exiting a personal reading plan that includes multiple data sources (e.g., goal(s), progress monitoring data that includes required adequate progress measures, parent/caregiver agreement).

Criteria for Exiting a PRP:

- **Achievement of PRP Goals:** The student has met the established goals in their PRP.
- **Grade-Level Proficiency:** The student demonstrates proficiency in grade-level Essential Learning Outcomes.
- **Assessment Benchmarks:**
 - Scoring at or above the 25th percentile on Aimsweb.
 - Achieving a proficient score on the 3rd-grade reading assessment.
- **Parental Agreement:** Parents or caregivers must agree with the decision to exit the PRP.

Continuing or Adjusting the PRP:

- **Consistent Progress:** Students making steady progress may continue with their PRP beyond 3rd grade.
- **Referral for Additional Support:** Students not making adequate progress may be referred for a special education evaluation.

This process ensures that decisions about exiting a PRP are data-driven, collaborative, and tailored to the student's individual progress and needs.

Section 4: Family and Community Engagement

Family Notification Policy

Insert or link your family notification policy to demonstrate compliance with Act 20.

This policy must include:

- how parents/caregivers will be notified of assessment results
- a plain language description of the literacy skills measured in the reading readiness assessment(s)
- how the district/school will share special education information and information about characteristics of dyslexia with families/caregivers of students whose diagnostic assessment results indicate “at-risk” status.

Families will be notified prior to the initial screener as well as after the Aimsweb Plus screener. Additionally, parents will be notified if their child has a PRP.

[Family Information Letter](#)

[ACT 20 Letter to Accompany Early Reading Screener Results](#)

[Letter to Accompany PRP](#)

Family & Community Engagement Strategies

Families and communities are active partners and key collaborators in achieving the goal of literacy success for every learner. Provide a narrative here or insert a link to this information.

Families will be provided the opportunity to attend an informational meeting that will be held during Parent/Teacher Conferences as well as invited to schedule individual meetings to discuss their student’s personalized reading plan. Parents will also be part of regular Parent/Teacher conferences and corresponding letters will be sent to families during each testing cycle.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

Insert a narrative or plan for how the school board or operator of the independent charter school uses assessment results in order to evaluate early literacy instruction. This plan should include the statutorily required district reading specialist task to complete an annual evaluation of the LEA’s comprehensive literacy curriculum.

Data from the individual screener, diagnostic assessments, and classroom performance/ELOs will be monitored regularly as part of a review cycle to evaluate early literacy instruction.



New Glarus High School

2024-2025 Course Name Changes



Agriculture

1. Plant, Soil, and Hydroponics to Plant Science.
2. Wildlife, Aquaculture, and Natural Resources to Wildlife and Natural Resources.

These changes are requested to more accurately reflect the content of the course.

- V. **Jazz Band Credit Change**
- VI. **Adjourn**

PURSUANT TO APPLICABLE LAW, NOTICE IS HEREBY GIVEN THAT A QUORUM OR A MAJORITY OF THE NEW GLARUS SCHOOL DISTRICT BOARD MEMBERS MAY ATTEND THIS MEETING. INFORMATION PRESENTED AT THIS MEETING MAY HELP FORM THE RATIONALE BEHIND FUTURE ACTIONS THAT MAY BE TAKEN BY THE NEW GLARUS SCHOOL DISTRICT BOARD.

UPON REQUEST TO THE DISTRICT OFFICE, SUBMITTED TWENTY-FOUR (24) HOURS IN ADVANCE, THE DISTRICT SHALL MAKE REASONABLE ACCOMMODATIONS INCLUDING THE PROVISION OF INFORMATIONAL MATERIAL IN AN ALTERNATIVE FORMAT FOR A DISABLED PERSON TO BE ABLE TO ATTEND THIS MEETING.