

AGENDA

**SCHOOL DISTRICT OF NEW GLARUS
CURRICULUM, SPORTS, AND CO-CURRICULAR COMMITTEE MEETING
MONDAY, JUNE 8, 2026
HIGH SCHOOL LIBRARY/MEDIA CENTER, ROOM 183 JOIN ZOOM MEETING USING
LINK
HTTPS://US02WEB.ZOOM.US/J/87400776138?PWD=MNVWAUGKF3NMPIUWW
2OG3KMBWAOYXF.1 BY PHONE USING 1-646-568-7788 MEETING ID 874 0077
6138 & PASSWORD 560099
1701 2ND STREET
NEW GLARUS, WISCONSIN 53574
7:00 PM**

- I. **Call to Order**
- II. **Axiom Learning Pilot** **2**



School District of New Glarus

Axiom Learning New Initiative Proposal

1. Basic Information

Through staff discussions and ongoing reflection on student growth and readiness, New Glarus Middle School has identified a need to provide students with additional support and instruction in developing executive functioning and life skills. Staff identified several areas where students would benefit from more intentional skill development to support independence, academic success, and preparation for future expectations in high school and beyond.

Identified areas of need include time management, study habits, organization of materials and digital platforms, assignment tracking, meeting deadlines, completing work with best effort, preparedness for learning, motivation, perseverance, accountability, active listening, note-taking, collaboration, appropriate classroom behaviors, and student leadership. Staff also emphasized the importance of helping students develop grit—the ability to persevere through challenges, learn from mistakes, and improve outcomes.

Axiom Learning provides a structured, student-centered approach to developing executive functioning and life skills through practical lessons and activities. The program focuses on building skills in organization, time management, goal setting, self-regulation, motivation, study habits, collaboration, perseverance, and independence. These skills align directly with the areas staff identified and support students in applying positive habits across both academic and social environments.

Implementing Axiom Learning would provide students with intentional opportunities to strengthen the habits and skills necessary for becoming more independent, engaged, and successful learners.

2. Strategic Alignment

This initiative aligns with Goal #1 of the district strategic plan: Increase the number of students who are college and career-ready.

Students who develop strong executive functioning skills are better prepared to meet increasing expectations for independence, responsibility, and self-management. Skills such as organization, goal setting, perseverance, collaboration, and time management contribute directly to academic

achievement and future readiness. Axiom Learning supports students in developing habits that prepare them for success in high school, postsecondary pathways, and future careers.

3. Scope & Coherence

Axiom Learning: Skills for Life and Learning

Axiom Learning will provide a structured and intentional approach to developing executive functioning and life skills that support student growth across academic, social, and personal contexts. Rather than focusing on isolated interventions, the program is designed to teach students practical, transferable skills that strengthen independence and prepare them for increasing expectations throughout middle school and beyond.

The initiative focuses on building habits and competencies connected to how students learn, organize, communicate, collaborate, and persevere. Through short, consistent lessons and activities, students will develop common language and strategies related to time management, organization, goal setting, work completion, accountability, motivation, self-regulation, and problem-solving. These skills reinforce existing classroom expectations while providing students with explicit instruction and opportunities to practice behaviors that support long-term success.

Implementation through homeroom allows Axiom lessons to be integrated into the school day in a manageable and sustainable way while maintaining alignment across grade levels and classroom environments. By embedding instruction into existing structures and connecting lessons to classroom practice, students are more likely to transfer these skills into daily learning routines and develop habits that contribute to greater independence and readiness for future academic and career expectations.

This initiative supports a whole-student approach by intentionally strengthening the life and learning skills that contribute to academic achievement, positive school experiences, and future readiness.

4. Need and Problem Statement

Middle school students are increasingly expected to demonstrate greater independence in managing assignments, organizing materials, completing work, collaborating with peers, and regulating behaviors. Staff have identified consistent areas where students require additional support, including organization, time management, work completion, preparedness, motivation, perseverance, and accountability.

Providing direct instruction in executive functioning and life skills creates opportunities for students to develop habits that strengthen both academic and personal success.

5. Research & Evidence Base

Executive functioning skills, including organization, planning, time management, self-regulation, goal setting, perseverance, and metacognition, are strongly associated with student engagement, academic success, independence, and long-term readiness for postsecondary pathways and careers. Research and educational practice increasingly emphasize that these skills should be explicitly taught rather than assumed.

Axiom Learning provides a structured approach to developing executive functioning and life skills through intentional instruction, assessment, and practical application embedded into existing school routines. Implementation examples from school districts using Axiom demonstrate strong educator engagement, high adoption rates, and measurable early indicators of student growth.

District implementation experiences highlight several consistent outcomes:

- **Strong engagement and adoption:** Schools and districts reported rapid expansion from pilot implementation to broader use driven by educator interest and demand.
- **High levels of implementation:** Assessment completion rates and lesson completion data reflected strong participation from both teachers and students.
- **Low implementation burden:** Axiom's no-prep model and integration into existing instructional structures allowed educators to focus on facilitating learning and building student connections rather than adding preparation demands.
- **Early student growth:** Students demonstrated increased metacognitive awareness within weeks and began independently applying executive functioning strategies while using common language to describe their learning and problem-solving processes.

Examples from district implementation illustrate these outcomes. In DuPage County School District 57, Axiom's executive functioning curriculum and assessment tools were implemented with middle school students to strengthen planning, organization, attention, and self-regulation skills. Results included high assessment completion rates, strong teacher and student engagement, completion of hundreds of lessons, and evidence of students independently applying executive functioning strategies within 2 months.

Similarly, Forsyth County School District expanded implementation from pilot sites to district-wide adoption within a short timeframe. Educators reported strong buy-in, ease of implementation, and practical application of executive functioning instruction that directly addressed classroom challenges and supported student readiness.

These examples suggest that Axiom Learning offers a scalable and sustainable model for intentionally developing executive functioning skills while supporting student independence, engagement, and readiness for future academic expectations.

6. Stakeholder Involvement & Readiness

Staff input identified the following areas as priorities for student growth:

- Time management and balancing work expectations
- Study skills and effective learning strategies
- Developing intrinsic motivation
- Perseverance through challenges
- Work completion and meeting deadlines
- Giving full effort and improving quality of work
- Organization of materials and digital platforms (Google Drive, Canvas, assignment tracking)
- Preparedness for class and learning
- Student leadership
- Note-taking and active listening
- Accountability and appropriate classroom behavior
- Collaboration and inclusion
- Developing grit by revisiting and improving work after mistakes
- Being prepared and ready to learn

Staff feedback demonstrates readiness to support a consistent approach focused on strengthening these student skills.

7. Cost and Resource Impact

Implementation would begin as a pilot initiative with an estimated cost of \$3,000.

8. Time and Workload Impact

Time Commitment:

- Two 15-minute lessons per week during homeroom.

Impact on Current Practices:

- Lessons will intentionally connect to classroom expectations and reinforce current practices.

Workload:

- Minimal preparation required for staff.
 - Staff will team-teach lessons with another staff member.
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9. Implementation Plan

Implementation would begin in the fall as a middle school pilot initiative.

Lessons would occur during homeroom and focus on the practical application of executive functioning and life skills. Instruction will align directly with expectations already established across classrooms to promote consistency and skill transfer.

10. Evaluation & Accountability

The effectiveness of implementation will be monitored through multiple measures, including:

- SAEBRS data
- Academic performance indicators
- Student engagement measures
- Monitoring of missing work and assignment completion
- Staff feedback and reflection

Data will be compared to baseline information to determine program impact and guide future implementation decisions.

11. Sustainability

This initiative is designed to be sustainable given limited instructional time, minimal staff preparation, and direct alignment with existing school practices. Continued staff reflection and discussion will support ongoing improvement and long-term implementation.

III. **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.