

## NOTICE

**SCHOOL DISTRICT OF NEW GLARUS  
BOARD OF EDUCATION  
CURRICULUM AND INSTRUCTION COMMITTEE MEETING  
MONDAY, SEPTEMBER 26, 2016  
HS CONFERENCE ROOM  
6:30 PM**

## AGENDA

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|--|---|
| I. CALL MEETING TO ORDER - ELLYN RUNDE           |   |
| II. 2016-2017 ENGLISH/LANGUAGE ARTS ACTION STEPS | 2 |
| III. 2016-2017 SOCIAL STUDIES ACTION STEPS       | 3 |
| IV. COLLEGE AND CAREER READINESS INDICATORS      | 6 |
| V. ADJOURNMENT                                   |   |

### POSTED :

NG HIGH SCHOOL  
NG MIDDLE SCHOOL  
NG ELEMENTARY SCHOOL  
NG POST OFFICE  
BANK OF NEW GLARUS  
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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.

	<b>Action Step</b>	<b>Who's Responsible?</b>	<b>Date Completed</b>	<b>Notes:</b>
	<b>What do we want students to learn?</b>			
1	<i>Figure out how to stream-line skills to determine both strengths and weaknesses/What are our district strengths on summative assessment categories.</i>	Teacher teams based on the test at your level	11/14/16	Look at Forward/MAP/Aspire/ACT - strengths and weakness - Jill present MAP info
2	<i>Teaming (PLC) expanding beyond building levels. Looking beyond tests at your level.</i>	Teacher teams - but once we have information current assessments	ongoing	
3	<i>Review sample tests and identify how they connect to learning targets. (FORWARD and ACT)</i>	Jill - will get tests	Mar 13	will review in small grade level appropriate groups to look learning targets
4	<i>Use of data notebooks for students to focus on growth mindset (ES). Continued use of 'Record Sheet' for growth mindset both in the moment and longitudinally (MS Writing)</i>	Elem Staff - Data notebooks MS staff - Record sheet	ongoing	WIP - Pilot at the elementary level
5	<i>Method of tracking progress???</i>			Tracking what learning targets have been taught
	<b>How will we know if students have learned it?</b>			
6	<i>Align ELA learning targets to common formative assessments</i>	Teachers at each particular grade level	ongoing	Working on
7	<i>PLC specialist come to work with entire staff on common assessments (December)</i>	Curriculum Director	Dec 2	
8	<i>Reviewing the data at PLC meetings/ data analysis of information and using it to drive instruction and determine what students need.</i>	All teams	Ongoing at every PLC meeting	
5	<i>Method of tracking progress???</i>			Tracking student progress from grade level to grade level and giving examples of questions students will see in the future
	<b>What will we do if students have/have not learned it?</b>			
9	<i>Better use of common formative assessments to target student needs; Tier 2 and intervention times.</i>	Teaching teams	ongoing	all year - HS now has office hours to request students in for another learning opportunity
10	<i>Learning from each other and utilization of the internal coach; professional development from each other.</i>	Jill - teaming meetings, literacy team at the HS level	ongoing	HS level focused on close reading and annotation expectations through out the HS and cross content
11	<i>Continuing to expand our horizons at literacy conferences to seek new information to bring more expertise in to grow our team</i>	Theresa, Jill, Sally - WSRA Conv. Feb 9-11, registrations due by Jan. 18, non member all three days = \$500/person, online registration opens Oct. 1 - sub costs \$112/day	Feb 11	Angie will spearhead ideas for the expectations of attending team members for sharing their new found knowledge
12	Project CRISS	MS Reading Teachers	ongoing	Ongoing

# New Glarus School District Curriculum Evaluation System

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## **Subject Area: Social Studies Academic Year 2016-2017**

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### **#1 What Do We Want Students To Learn?**

Strengths:

- 94% pass rate of state-required Civics Test
- Use of TCI (k-10)

Area of growth:

- Base learning targets from needs of Civics Test (k-12)
- Geography - no HS specific class

Action Steps (to include PD needs):

- Get the Civics test information shared to all SS teachers
  - Wisconsin History with technology integration (adding WI government/landforms to the ES curriculum)
- Incorporate World Language Learning Targets with Geography pieces
- Attend the AP workshop conference
- Attend the WCSS conference
- MS Social studies will begin and attempt to complete learning targets.
- Develop AP seminar course

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## #2 How will we know if students have learned the material?

Strengths

- Positive results in comparison to the state average on Forward Exam
- Civics Results

Areas of growth:

- How to determine “if students have learned”

Actions Steps (to include PD needs):

- Development of common formative assessments that allow determination of what students have learned for Social Studies 9 and History
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## #3 What do we do if they haven't learned it?

Strengths:

- TCI concepts spiral back in later chapters. This allows for repeat and/or moving forward
- Test corrections (7/8 classroom strategy)

Areas of growth:

- More opportunities for Enrichment

Actions Steps (to include PD):

- At the HS, use of 7th hour as an I/E scenario for students and staff; at ES use of WIN; at MS, use of Bridge

## Summary of Action Steps

- Get the Civics test information shared to all SS teachers
  - Wisconsin History with technology integration (adding WI government/landforms to the ES curriculum)

- Incorporate World Language Learning Targets with Geography pieces
- Attend the AP workshop conference
- Attend the WCSS conference
- MS Social studies will begin and attempt to complete learning targets.
- Develop AP seminar course
- Development of common formative assessments that allow determination of what students have learned for Social Studies 9 and History
- At the HS, use of 7th hour as an I/E scenario for students and staff; at ES use of WIN; at MS, use of Bridge



## College Ready Indicators

Students are **College Ready** if they meet either the academic or standardized testing benchmarks listed below.

GPA 2.8 out of 4.0 and **one or more** of the following benchmarks:

- 
- Advanced Placement Exam (3+)
  - Advanced Placement Course (A, B or C)
  - Dual Credit College English and/or Math (A, B or C)
  - College Developmental/Remedial English and/or Math (A, B or C)
  - Algebra II (A, B or C)
  - International Baccalaureate Exam (4+)
  - College Readiness Placement Assessment\*
- \* Standardized Test benchmarks (minimum score)**  
 SAT Exam: Math (530) | Reading and Writing (480)  
 ACT Exam: English (18) | Reading (22) | Science (23) | Math (22)
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## Additional Factors that Contribute to College Success

Earning As, Bs, Cs; FAFSA completion; enrollment in career pathway course sequence; college academic advising; participation in college bound bridge programs; senior year math class; completion of a math class after Algebra II.

## Career Ready Indicators

Students are **Career Ready** if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and **two or more** of the following benchmarks:

- 
- 90% Attendance
  - 25 hours of Community Service
  - Workplace Learning Experience
  - Industry Credential
  - Dual Credit Career Pathway Course
  - Two or more organized Co-Curricular Activities
- 

## Life Ready

Being **Life Ready** means students leave high school with the grit and perseverance to tackle and achieve their goals.

Students who are **Life Ready** possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big.

Our nation's schools provide social and emotional support and experiences to equip students with the **Life Ready** skills they will need for success in their future.