

NOTICE

**SCHOOL DISTRICT OF NEW GLARUS
BOARD OF EDUCATION
CURRICULUM AND INSTRUCTION COMMITTEE MEETING
MONDAY, NOVEMBER 14, 2016
HS CONFERENCE ROOM
6:00 PM**

AGENDA

- I. **CALL MEETING TO ORDER - ELLYN RUNDE**
- II. **2016-2017 MATH ACTION STEPS** 2
- III. **2016-2017 SCIENCE ACTION STEPS** 5
- IV. **ADJOURNMENT**

POSTED :

NG HIGH SCHOOL
NG MIDDLE SCHOOL
NG ELEMENTARY SCHOOL
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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.

*Math Curriculum Evaluation Summary
Action Steps 2016-17*

<i>Action Step</i>	<i>Who</i>	<i>When</i>
<ul style="list-style-type: none"> ● <i>Align common assessments with learning targets (HS)</i> 	<i>HS</i>	<i>Ongoing - 2016-17</i>
<ul style="list-style-type: none"> ● <i>Create learning targets (k-8)</i> 	<i>ELEM/MS</i>	<i>Ongoing - 2016-17</i>
<ul style="list-style-type: none"> ● <i>Research and provide suggestions for a pilot transition option for students going from Saxon into CPM (MS/HS)</i> 	<i>MS/HS Deb Z - Done (in progress)!!</i>	<i>Ongoing - 2016-17</i>
<ul style="list-style-type: none"> ● <i>Getting out to different schools, continued research-based exploration of what is being successful with math</i> 	<i>ELEM/MS - Visit high performing schools/math programs. Share findings.</i> <i>HS- possible visits to Sun Prairie, DeForest, Middleton</i>	<i>Ongoing through the school year (2016-17)</i>
<ul style="list-style-type: none"> ● <i>Exploration and provide options of pilot opportunities that may include ALEKS in a general ed Classroom</i> 	<i>ELEM/MS (3-8) - how are schools like Lake Mills using ALEKS for supporting students in math?</i>	<i>Ongoing - 2016-17</i>

<ul style="list-style-type: none"> ● <i>Continued CPM training</i> <ul style="list-style-type: none"> ○ <i>HS writing CPM grant for coaching</i> 	<i>HS/MS - approved!</i>	<i>15 days of coaching for 2016-17</i>
<ul style="list-style-type: none"> ● <i>Ensure that all K-8 end of the year tests are consistent in format</i> 	<i>ELEM - last year some were MC and some were SA</i>	<i>2016-17 - consistent format</i> <i>2017-18 - get learning targets and assessments aligned</i>
<ul style="list-style-type: none"> ● <i>Utilization/Implementation of Scootpad (including training) [k-2]</i> 	<i>K-4 Training on Sept 21</i> <i>Used with students based on needs (WIN) - Tier 2 for grades 1 and 2</i>	<i>9/21/16</i>
<ul style="list-style-type: none"> ● <i>ALEKS PD exploration/offering</i> 	<i>Staff Using ALEKS</i>	<i>During 2016-17 school year</i>
<ul style="list-style-type: none"> ● <i>ACT Preparation</i> 	<i>HS</i>	<i>During 2016-17</i>
<ul style="list-style-type: none"> ● <i>Explore a preparation-based math class (similar to Introduction to Lit where students are identified to attend)</i> 	<i>HS</i>	<i>During 2016-17</i>

● <i>Continue PD on utilization and application of data</i>	<i>Elem/MS/HS</i>	<i>During 2016-17</i>
● <i>Determine best practice for TAG students</i>	<i>MS/HS PLC</i>	<i>During 2016-17</i>
● <i>PD for SPED on CPM</i>	<i>HS SPED; HS Math</i>	<i>Ongoing coaching - 2016-17</i>

K – 12 Science Curriculum Committee

Annual Review

Background: The Committee is moving forward based on the work accomplished last year. Our efforts are informed by the Professional Learning Community (PLC) model, as experienced by some last summer at the PLC Conference in Minnesota and others this year at the Working on the Work seminars provided by DPI.

Discussions and action steps are based on four questions:

What do we want students to learn?

How do we know if they have learned it?

What do we do if they have not learned it?

What do we do if they have already learned it?

This year we are continuing work on the first three questions.

What we want students to learn?

Action Steps:

- Elementary team will continue to work with FOSS kits to introduce science.
- Middle school team will continue putting state standards into learning targets and ‘I can’ statements.
- High school team has completed chemistry and biology learning targets and will be prioritizing to establish “must-haves” vs. “nice-to-haves.”
- High school team will continue to look at ACT scores, science questions, etc. and how to embed ACT preparation into class instead of approach as an extra task.
- The committee will look for data correlation between those that have taken PLTW alone vs. PLTW and physics vs. physics alone at the ACT Level with our students (starting point), with the intent of using this to inform course requirements.

How do we know they learned it?

Action Steps:

- Elementary team will continue to work with reading and move into science as time allows.
- Middle school team will continue learning target creation/implementation.
- Middle school team will begin alignment of common assessments to learning targets.
- High school team will complete common assessment alignment to learning targets (including formative assessments) starting with biology and chemistry with a possible progression to physics or a course that ACT data directs.

What do we do if they have not learned it?

Action Steps:

- Teams will work on building and improving formative assessments and using the results to better aid the students and the instruction.
- Teams will work on scheduling time for teachers to collaborate, and perhaps promote use of common assessments across building PLC involvement (teacher-organized).
- High school team will create a document that allows teachers to share results and strategies at team levels and across building levels.
- The committee will explore an 11th grade science-based preparation class (similar to introduction to lit criteria).