

## NOTICE

**SCHOOL DISTRICT OF NEW GLARUS  
BOARD OF EDUCATION  
CURRICULUM AND INSTRUCTION COMMITTEE MEETING  
MONDAY, APRIL 10, 2017  
HS CONFERENCE ROOM  
6:30 PM**

## AGENDA

- I. CALL MEETING TO ORDER - ELLYN RUNDE
- II. MIDDLE SCHOOL SCHEDULING PROPOSAL 2
- III. MIDDLE SCHOOL MATH CURRICULUM PROPOSAL - CPM 5
- IV. ADJOURNMENT

### POSTED :

NG HIGH SCHOOL  
NG MIDDLE SCHOOL  
NG ELEMENTARY SCHOOL  
NG POST OFFICE  
BANK OF NEW GLARUS  
UB&T BANK OF NEW GLARUS  
ANCHOR BANK OF NEW GLARUS

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.

# NGMS 2017-2018 Schedule Change

- **What stays the same:**
  - Math Placement System
  - Math Class Offerings
  - Intervention Process
  - Surveys
  - 7th/8th Band/Choir
  - Reading and Writing Class Offerings
  - Teaming Time allotted
  - P/E Offered Every Other Day
- **What is different:**
  - 6 Cores reduced down to 5 Cores (adds 2 minutes more from this year)
  - Universal Enrichment time (5th-8th) which allows for 'NGMS 2nd Scoop' (PLC Tier 2 Academic Interventions)
  - Enrichment Surveys
  - Pod-based classes for Social Studies and Science (similar to multi-age in the Elementary)
  - Less Singleton Situations (multiple teachers able to teach same class)
  - 5th grade added to Band and Choir to create a 5th/6th Band/Choir Offering
  - Lunch and Recess given separate times (students can use both to eat, but can also gain more for recess if they choose)
- **Reason for the proposed change:**
  - PLC progression and adherence
    - Collaborative data utilization to better curriculum and instruction
  - PLC Tier 2 Intervention
    - Ability to identify students in need of further instruction and time to implement and provide the secondary instruction to the students
  - Flexibility in scheduling and limit overcrowding in classrooms
  - More student choice and offerings for Enrichment
  - A schedule that can survive multiple years with minimal alterations
  - 5th-8th Content Teaming
  - 5th-8th Reading Teaming

### NGMS Daily Schedule (2017-2018)

		5th/6th				7th/8th				
	Minutes	Period	Start	End		Minutes	Period	Start	End	
	0:05	MPR	7:50 a	7:55 a		0:05	MPR	7:50 a	7:55 a	
	0:05	<i>passing time</i>	7:55 a	8:00 a		0:05	<i>passing time</i>	7:55 a	8:00 a	
<b>1</b>	0:34	<b>5th/6th Band/Choir</b>	8:00 a	8:34 a		0:34	I/E	8:00 a	8:34 a	<b>1</b>
	0:04	<i>passing time</i>	8:34 a	8:38 a		0:04	<i>passing time</i>	8:34 a	8:38 a	
<b>2</b>	0:34	I/E	8:38 a	9:12 a		0:34	<b>7th/8th Band/Choir</b>	8:38 a	9:12 a	<b>2</b>
	0:04	<i>passing time</i>	9:12 a	9:16 a		0:04	<i>passing time</i>	9:12 a	9:16 a	
<b>3</b>	0:49	C1	9:16 a	10:05 a		0:49	C1	9:16 a	10:05 a	<b>3</b>
	0:04	<i>passing time</i>	10:05 a	10:09 a		0:04	<i>passing time</i>	10:05 a	10:09 a	
<b>4</b>	0:49	C2	10:09 a	10:58 a		0:49	C2	10:09 a	10:58 a	<b>4</b>
	0:17	Lunch	10:58 a	11:15 a		0:17	Recess	10:58 a	11:15 a	
	0:17	Recess	11:15 a	11:32 a		0:17	Lunch	11:15 a	11:32 a	
<b>5</b>	0:49	C3	11:32 a	12:21 p		0:49	C3	11:32 a	12:21 p	<b>5</b>
	0:04	<i>passing time</i>	12:21 p	12:25 p		0:04	<i>passing time</i>	12:21 p	12:25 p	
<b>6</b>	0:49	C4	12:25 p	1:14 p		0:49	C4	12:25 p	1:14 p	<b>6</b>
	0:04	<i>passing time</i>	1:14 p	1:18 p		0:04	<i>passing time</i>	1:14 p	1:18 p	
<b>7</b>	0:49	C5	1:18 p	2:07 p		0:49	C5	1:18 p	2:07 p	<b>7</b>
	0:04	<i>passing time</i>	2:07 p	2:11 p		0:04	<i>passing time</i>	2:07 p	2:11 p	
<b>8</b>	0:34	Enrichment	2:11 p	2:45 p		0:34	Enrichment	2:11 p	2:45 p	<b>8</b>
	0:05	<i>passing time</i>	2:45 p	2:50 p		0:05	<i>passing time</i>	2:45 p	2:50 p	
<b>9</b>	0:40	Survey	2:50 p	3:30 p		0:40	Survey	2:50 p	3:30 p	<b>9</b>

**NGMS Daily Schedule (2016-2017)**

		<b>5th/6th</b>				<b>7th/8th</b>				
	<b>Minutes</b>	<b>Period</b>	<b>Start</b>	<b>End</b>		<b>Minutes</b>	<b>Period</b>	<b>Start</b>	<b>End</b>	
		Breakfast	7:45 a	7:55 a			Breakfast	7:45 a	7:55 a	
	0:07	MPR	7:50 a	7:57 a		0:07	MPR	7:50 a	7:57 a	
	0:03	passing time	7:57 a	8:00 a		0:03	passing time	7:57 a	8:00 a	
<b>1</b>	0:47	Period 1	8:00 a	8:47 a		0:47	Period 1	8:00 a	8:47 a	<b>1</b>
	0:03	passing time	8:47 a	8:50 a		0:03	passing time	8:47 a	8:50 a	
<b>2</b>	0:47	Period 2	8:50 a	9:37 a		0:47	Period 2	8:50 a	9:37 a	<b>2</b>
	0:03	passing time	9:37 a	9:40 a		0:03	passing time	9:37 a	9:40 a	
<b>3</b>	0:47	Period 3	9:40 a	10:27 a		0:47	Period 3	9:40 a	10:27 a	<b>3</b>
	0:03	passing time	10:27 a	10:30 a		0:03	passing time	10:27 a	10:30 a	
<b>4</b>	0:47	Period 4	10:30 a	11:17 a		0:47	Period 4	10:30 a	11:17 a	<b>4</b>
	0:35	Lunch/Recess	11:17 a	11:52 a		0:03	passing time	11:17 a	11:20 a	
<b>5</b>	0:31	Period 5 (I/E)	11:52 a	12:23 p		0:31	Period 5 (I/E)	11:20 a	11:51 a	<b>5</b>
	0:03	passing time	12:23 p	12:26 p		0:35	Lunch/Recess	11:51 a	12:26 p	
<b>6</b>	0:47	Period 6	12:26 p	1:13 p		0:47	Period 6	12:26 p	1:13 p	<b>6</b>
	0:03	passing time	1:13 p	1:16 p		0:03	passing time	1:13 p	1:16 p	
<b>7</b>	0:47	Period 7	1:16 p	2:03 p		0:47	Period 7	1:16 p	2:03 p	<b>7</b>
	0:04	passing time	2:03 p	2:07 p		0:04	passing time	2:03 p	2:07 p	
<b>8</b>	0:49	Period 8	2:07 p	2:56 p		0:49	Period 8	2:07 p	2:56 p	<b>8</b>
	0:04	passing time	2:56 p	3:00 p		0:04	passing time	2:56 p	3:00 p	
<b>9</b>	0:30	Period 9	3:00 p	3:30 p		0:30	Period 9	3:00 p	3:30 p	<b>9</b>

**Form B**

**NEW GLARUS SCHOOL DISTRICT**  
**New Core Materials/Course Adjustment Proposal Form**

Curriculum(Course) \_CPM Grades 6, 7, 8\_\_\_\_\_      Date: \_\_\_3/15/17\_\_\_\_\_

1.

**I. RATIONALE**

<p>A. Does this Curriculum/Course meet the district's six Principles of curriculum Development</p> <ol style="list-style-type: none"><li>1. Well- defined scope and sequence of skills aligned to standards</li><li>2. Assessment for placement and formative throughout</li><li>3. Universal- not teacher dependent</li><li>4. Ability to provide PD to new and on-going or existing staff</li><li>5. Research based or research best practices</li><li>6. How does this impact other K-12 curriculum?</li></ol>	<ol style="list-style-type: none"><li>1. Yes</li><li>2. Learning logs, checkpoints, and closure activities are incorporated throughout the text books. Other formative assessments (individual and team) would be teacher created. There is a test generator where tests could be made. Sample tests are also offered as models. A placement test would need to be created.</li><li>3. Yes</li><li>4. Yes-Free. Many offerings throughout the state.</li><li>5. Yes - <a href="http://pdfs.cpm.org/statistics/sallee_research.pdf">http://pdfs.cpm.org/statistics/sallee_research.pdf</a></li><li>6. This course would be the precursor to High School CPM classes and would create a smooth transition.</li></ol>
<p>B. Describe the need for this core materials /course adjustment proposal. (considerations might include: increased alignment to standards, differentiation for student need, compliance issues)</p>	<ol style="list-style-type: none"><li>1. Increased alignment to standards</li><li>2. Increased depth of understanding</li><li>3. Differentiated for student needs</li><li>4. CCSS Standards for Mathematical Practice are embedded in all the lessons.</li><li>5. Increased collaboration and student discourse.</li><li>6. Students learn ideas more deeply when they discuss ideas and make connections with previous material.</li><li>7. Students learn ideas more usefully for other arenas when they learn by</li></ol>

	<p>attacking problems—ideally from the real world.</p> <p>8. Students learn ideas more permanently when they are required to engage and re-engage with the ideas for months or even years.</p> <p>9. Develops <u>both</u> procedural skills and conceptual understanding.</p> <p>10. Based upon <b>problem solving</b>.</p>
C. Provide data or needs that support the core materials /course adjustment proposal:	<p>School report card info:  <a href="https://apps2.dpi.wi.gov/reportcards/">https://apps2.dpi.wi.gov/reportcards/</a></p> <p>Our average score for Closing the Gaps in Math was significantly less than the state average.</p>
D. Describe the expected impact on student achievement:	We would expect students to gain a deeper understanding and therefore do better on standardized tests.
E. Standards addressed:	Yes

II. IMPACT STATEMENT ON YOUR CURRICULAR AREA

A. How does it change the current “balance” or scope and sequence of the course being adjusted?	<ol style="list-style-type: none"> <li>1. Aligned directly to the standards</li> <li>2. Aligns with learning targets</li> <li>3. Saxon 4 at Elementary leads to CPM Core Connections 1A at MS for 5th Grade and CPM Core Connections 1B at 6th Grade</li> </ol> <p>*Saxon 5 at Elementary leads to CPM Core Connections 1 (full year) at MS for 5th Grade, and CPM Core Connections 2 for 6th Grade</p> <p>*Saxon Course 1 at Elementary leads to CPM Core Connections 2 (full year) at MS for 5th Grade, and CPM Core Connections 3 for 6th Grade</p> <p>*Fifth and sixth graders who are in Core Connections Course 1A and 1B would only have half a year of “curriculum” so there is also time to fill holes and differentiate based on</p>
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	Needs of students.
B. How does it impact student scheduling or instructional minutes needed to teach?	No Impact
C. How does it affect the current course sequences within your curricular area?	<p>1. Saxon 4 at Elementary leads to CPM Core Connections 1A (First half of text &amp; 5th grade learning targets) at MS for 5th Grade and CPM Core Connections 1B (Second half of text and rest of fifth grade learning targets) at 6th Grade.</p> <p>2. Saxon 5 at Elementary leads to CPM Core Connections 1 (full year) at MS for 5th Grade, and CPM Core Connections 2 for 6th Grade</p> <p>3. Saxon Course 1 at Elementary leads to CPM Core Connections 2 (full year) at MS for 5th Grade, and CPM Core Connections 3 for 6th Grade</p> <p>4. Fifth and sixth graders who are in Core Connections Course 1A and 1B would only have half a year of “curriculum” so there is also time to fill holes and differentiate based on needs of students.</p>
D. Does it duplicate the content of a course currently offered in your curricular area or others?	No
E. Could technology enhance these materials or course adjustment? If yes, please describe.	<ol style="list-style-type: none"> <li>1. E-books</li> <li>2. Smart tools (included with license)</li> <li>3. Online homework help</li> </ol>

III. IMPACT ON DISTRICT/STAFF RESOURCES

A. What Professional development is required for these new core materials or course adjustment? Explain the plan to get teachers trained.	<ol style="list-style-type: none"> <li>1. Extensive Training- <ol style="list-style-type: none"> <li>a. Stage 1: (8 days) Curriculum-Teachers concentrate on what they are teaching. The stage 1 implementation workshops emphasize mathematics, course structure, and</li> </ol> </li> </ol>
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	<p>classroom environment.</p> <p>b. Stage 2: (2 days) Instruction- Teachers concentrate on how they teach. The stage 2 implementation workshops foster development of effective strategies for teaching.</p> <p>c. Stage 3: (2 days) Assessment- Teachers concentrate on assessment.</p>
B. Do you have the necessary facilities and equipment to fully utilize these core materials or make this course adjustment. Explain.	None
C. Funding: Please complete VI: Funding requirements	

V. COURSE DESCRIPTION- *note any possible adjustments*

A. Course Title	Core Connections 1, Core Connections 1A, Core Connections 1B, Core Connections 2, Core Connections 3
B. Course Description (how it would appear in Student Course Handbook)	N/A
C. Amount of Credit (if applicable)	N/A
D. Cross curricular credit? (if applicable)	N/A
E. Graduation requirement? Y/N (if applicable)	N/A
F. Repeatable/Non-repeatable course	Repeatable
G. Length of Course?	1 year
H. Intended grade level(s)?	5, 6, 7, 8
I. Prerequisites?	N/A

VI. FUNDING REQUIREMENTS

Item needed	Amount	Funding Source
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Textbooks	<ol style="list-style-type: none"> <li>1. 4 Teacher Edition Textbooks Course 1</li> <li>2. 4 Teacher Edition Textbooks Course 2</li> <li>3. 4 Teacher Edition Textbooks Course 3</li> <li>4. 70 Course 1 books (if 6th grade is allowed to take chromebooks home)-for classroom use</li> <li>5. 70 Course 2 books-for classroom use</li> <li>6. 70 Course 3 books-for classroom</li> <li>7. 100 Course 1, E-book licenses</li> <li>8. 100 Course 2, E-book licenses</li> <li>9. 100 Course 3, E-book licenses</li> </ol> <p>*E-book license comes with book and lasts 8 years</p> <p>(possible option of getting soft cover Course 1 books that are naturally split into two parts)</p>	Curriculum Funds
Supplemental Materials	<ol style="list-style-type: none"> <li>1. 4 sets of Algebra Tiles</li> <li>2. 3 sets of Integer Tiles</li> </ol>	Curriculum Funds
Technology	N/A	
Equipment	N/A	
Annual ongoing costs	<ol style="list-style-type: none"> <li>1. Update E-books licenses every eight years</li> </ol>	
Staffing	N/A	
Professional Development	CPM training is free.	

Other		
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Other Considerations: