

NOTICE

**SCHOOL DISTRICT OF NEW GLARUS
BOARD OF EDUCATION
CURRICULUM AND INSTRUCTION COMMITTEE MEETING
MONDAY, MAY 22, 2017
HS CONFERENCE ROOM
7:00 PM**

AGENDA

- I. CALL MEETING TO ORDER - ELLYN RUNDE**
- II. MIDDLE SCHOOL MATH PROPOSAL - CPM**
- III. ADJOURNMENT**

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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.

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">1. Well- defined scope and sequence of skills aligned to standards2. Assessment for placement and formative throughout3. Universal- not teacher dependent4. Ability to provide PD to new and on-going or existing staff5. Research based or research best practices6. How does this impact other K-12 curriculum?	<ol style="list-style-type: none">1. Yes2. 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.3. Yes4. Yes-Free. Many offerings throughout the state.5. Yes - http://pdfs.cpm.org/statistics/sallee_research.pdf6. This course would be the precursor to High School CPM classes and would create a smooth transition.
<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">1. Increased alignment to standards2. Increased depth of understanding3. Differentiated for student needs4. CCSS Standards for Mathematical Practice are embedded in all the lessons.5. Increased collaboration and student discourse.6. Students learn ideas more deeply when they discuss ideas and make connections with previous material.7. Students learn ideas more usefully for other arenas when they learn by

	<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 problem solving.</p>
C. Provide data or needs that support the core materials /course adjustment proposal:	<p>School report card info: https://apps2.dpi.wi.gov/reportcards/</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"> 1. Aligned directly to the standards 2. Aligns with learning targets 3. Saxon 4 at Elementary leads to CPM Core Connections 1A at MS for 5th Grade and CPM Core Connections 1B at 6th Grade <ul style="list-style-type: none"> *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 *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 *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
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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 & 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"> 1. E-books 2. Smart tools (included with license) 3. Online homework help

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"> 1. Extensive Training- <ol style="list-style-type: none"> a. Stage 1: (8 days) Curriculum-Teachers concentrate on what they are teaching. The stage 1 implementation workshops emphasize mathematics, course structure, and
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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"> 1. 4 Teacher Edition Textbooks Course 1 2. 4 Teacher Edition Textbooks Course 2 3. 4 Teacher Edition Textbooks Course 3 4. 70 Course 1 books (if 6th grade is allowed to take chromebooks home)-for classroom use 5. 70 Course 2 books-for classroom use 6. 70 Course 3 books-for classroom 7. 100 Course 1, E-book licenses 8. 100 Course 2, E-book licenses 9. 100 Course 3, E-book licenses <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"> 1. 4 sets of Algebra Tiles 2. 3 sets of Integer Tiles 	Curriculum Funds
Technology	N/A	
Equipment	N/A	
Annual ongoing costs	<ol style="list-style-type: none"> 1. Update E-books licenses every eight years 	
Staffing	N/A	
Professional Development	CPM training is free.	

Other		
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Other Considerations: