

# Curriculum Committee Minutes

May 31, 2017

5:00 pm

**Members Present:** Nancy Justman, Tonnie Schmidt, Tim Stellmacher, Jeanne-marie Ciriacks

**Others Present:** Tiffany Larson, Joel Ongert, Jason Levash, John Esser, Denise Lawson, Melissa Rammer, Sara Fleischman, Kris Meffert, Amy Wiskirchen, Laura Steely, Nan Lustig, Mary Metz, Heather O'Neil, Kathleen Erickson, Michelle Kaehne, Lindsey Yapp, Chrissy Steinhaus, Pat McIntyre, Dani Konstanz and Dennis Ziegler.

Meeting was called to order by Nancy Justman at 5:00 pm.

## **Math Curriculum Goal Team Update**

The mission of the Math Curriculum Goal Teams is to collaboratively analyze performance and practices to improve and align curriculum and instruction for the stakeholders of the West Bend School District.

Laura Steely (Grade 1 at McLane), the K-5 Goal Team leader provided the 16-17 highlights of the K-5 team which included: team building, evaluation of the overall strengths and weaknesses of the K-5 math program, review of standardized test data, and their recommendations for professional development. Suggestions for future professional development to include working on intervention in the classroom with a focus of reaching all students. The 16-17 school year was the first year of full implementation of the Bridges program for K-5. Bridges promotes high student engagement giving positive results. The students do investigations out of their desks promoting a lot of hands on learning.

The 6-12 Goal Team shared highlights of their year: they developed a process for Badger teachers to investigate CPM through a pilot during the 17-18 school year, they studied options for accelerated pathways in grades 6-8 and made recommendations, they also reviewed how to embed differentiation with CPM classes rather than provide two levels of Algebra and Geometry and provided suggestions and feedback for ongoing professional development for the implementation of CPM resources. With the CPM (College Preparatory Math) program students learn best in a collaborative team, the students learn ideas more usefully for other arenas when they learn by attacking problems- ideally from the real world, and they learn more permanently when they are required to engage and re-engage with the ideas for months or even years. With the CPM adoption teachers were provided ongoing professional development by CPM.

Amy Wiskirchen (Grade 6 at Silverbrook) provided insight to the 5-6 Math programs at Silverbrook. The students in Grade 5 are using the new Bridges program with the same concepts as the K-4 elementary students. The Grade 6 students started the 16-17 school year with a pilot of CPM (College Preparatory Math) and decided to adopt the program fully, starting with the 17-18 school year. 90 minutes of a student's day at Silverbrook is dedicated to Math. Classes have showed improved student engagement with CPM. Students must problem solve with each other, helping each level of student learn. The teachers have become more of a facilitator in the learning process for Math. Based on test results teachers are finding students farther ahead than in the past. Grade 6-12 goal team leader Denise Lawson provided insight to the status of the Math programs at those levels. Students in grades 7-8 currently have been using the Big Ideas program but will be piloting the CPM program during the 17-18 school year. The teachers determined the need for new resources to better support the coherence of the K-12 math curriculum and to go deeper into the math practices. To prepare for the piloting of the CPM program, grade 7-8 teachers will be participating in CPM professional development this summer.

Algebra and Geometry Math High School courses, fully implemented CPM during the 16-17 school year. Teachers are continuing to work on differentiation for students. The Math goal team is continuing to discuss whether to expand the CPM resources into additional High School courses. CPM offers options through Calculus. Post-secondary Math courses offered at the High School include: AP Calculus AB and BC, AP Statistics and Technical Math (offered in cooperation with MPTC).

For the 17-18 school year the goal team will focus on continued professional development for the K-5 Bridges staff and increasing curriculum resources in the area for differentiation and implementing a Bridges intervention program. The teachers teaching CPM will continue with the provided CPM professional development and will be investigating the expansion of CPM resources to use in Advanced Algebra. Expanding the use of data will improve placement for students in the appropriate classes and improve instruction for closing the skill gaps.

### **7-11 English Language Arts Curriculum Update**

In the fall of 2016, the Curriculum Committee received an update on how the new curriculum was going throughout grades 7-11. Tonight, the committee heard from the same teachers and Literacy Instructional coaches on the details of the implementation and what opportunities exist for improvement as the team prepares for the 2017-18 school year.

The annual goal for this team was that by the end of the 2016-17 school year, the percentage of junior (graduating class of 2018) students college and career ready as measured by the ACT Suite will increase from 22% to 27%. Once the scores are released, hopefully increased growth will be seen as a result of the change in the Literacy materials this year.

The main guiding principles for the ELA grades 7-11 are that all students are moving forward, moving standards alignment K-12, increase the rigor in instruction and content in all level courses, increase student engagement, Representation of diverse authors and topics, a balance between information text and literary narratives, a balance of classic to contemporary text, and literacy skills. Areas cited for additional work are writing and working for consistency across the system K-12.

During the 2016-17 school year the courses that implemented change in Literacy were 7<sup>th</sup> grade ELA regular and honors, 8<sup>th</sup> grade ELA regular and advanced, English I core, regular and honors (some units were left for teacher choice, English II core and regular and English III core and regular. Courses that were not making changes were AP Literature and Composition, AP Language and Composition and Elective level courses of Brit Lit Honors, Modern Myth, Creative Writing, and Grammar and Usage.

Teachers were given time out of their classrooms during this year to continue to plan, make modifications and work on the new materials. Instructional coaching was also provided this year to model, plan and co-teach as the new curriculum was implemented. The ELA curriculum was adjusted to meet the needs of the students while adhering to the curriculum standards and end of unit assessments. The timeline that was set this year for covered units during the 2016-17 school year will be adjusted going into next school year based on what was learned regarding the pacing of materials and what could be accomplished to fidelity.

The Literacy Instructional coaches highlighted what they found to be working and what areas need to be adjusted moving forward. Independent reading and book talks are building a culture of readers and giving students choice. There is also an increase in awareness and use of standards to align instruction and assessment. Students are realizing that re-reading and going back to a text is ok. The amount of writing has increased which give the students a deeper comprehension of the

texts that are read. Teachers are taking the initiative and collaborating to decrease the student learning gaps. Writing scores are still a concern in the district and will be addressed for next year. Currently there seems to be a lack of shared information between Badger and the High School levels. It was suggested that grades 7-11 have time to collaborate during the 2017-18 school year. Badger Grade 7 teachers, Lindsey Yapp and Michelle Kaehne shared their thoughts on the new curriculum. They both felt that there was a great variety of texts fiction and non-fiction for the students and the base structure of the material was strong. Expectations were high and student engagement has increased. Opportunities for improvement include changing the pacing of the materials, increased student choice with less repetition, more coverage of research and narrowing the gaps of knowledge that the students have.

Crissy Steinhaus shared the grade 8 perspective. They were happy with the new curriculum and the blueprint that it provided. The rigorous units build and spiral back to the standards. The texts were relevant and interesting for the students. There was more speaking and listening that spurred increased academic discussions. Some of the opportunities for improvement includes adding more student choice with independent reading, reducing the repetition and length of the units, adjusting the pacing, incorporating more grammar and revising some of the questions and assessments for clarity.

Dani Konstanz a 9th grade teacher provided insight into what was working and not at the high school. The 9<sup>th</sup> grade team used the new material to build on the foundation that they currently had in place. They felt the students had more confidence in writing, there were opportunities for increased close reading, the standards were clear in each unit and student writing increased. This team also felt the pacing was off and the variety of texts needed to increase. More room was also needed for projects and the assessments needed more ACT style questions.

The 10<sup>th</sup> grade team felt what worked was the deep reading, introduction of annotation skills- which were practiced and refined, students were required to write more and Julius Caesar was a perfect fit for relevant connections to current events. Improvements will be made to the pacing, add more grammar and writing instruction, holding students accountable for the independent reading component and overall increasing the student engagement.

Pat McIntyre updated the progress of the 11<sup>th</sup> grade team. Positives included the elevated level of rigor in both reading and writing tasks and the return to the teaching of skills and standards. Engaging the strategies and skills for the students to use to take tests better. Opportunities for improvement include revising the pacing, some text selection were too challenging and the content was too serious, more writing instruction is needed, and there needs to be more differentiation for students.

There is a District Grammar committee that is working on improvement system wide with some of the lower levels ready to roll this fall.

Concerns were shared that all groups 7-11 should be provided an opportunity to get together and collaborate to make sure there is consistency with in the program. This group should plan to report back to the Committee again next year to provide an update.

### **East Softball Out of State Field Trip Request**

The Curriculum Committee was given a presentation by Denny Ziegler, East Athletic Director on the request for the East softball team to take a 2018 spring trip to Florida, to participate in the Disney High School Softball Training event at the ESPN Wide World of Sports Complex. The team would participate in skill clinics and non-conference games. This would allow the team to experience competition at a higher level.

The trip would be over spring break so that the students would not be missing any class time. The cost of the trip would be dependent on how many girls decide to go. Initially there was an interest from 13 girls currently on the team. Early registration is \$275. The majority of the costs associated with the trip would be raised individually by the participants. The athletic department may cover the cost to the airport and hotel.

This is being brought to the Curriculum committee per Board Policy on out of state field trips and then would move to full board for approval. Approval from the WIAA must also be obtained before moving forward with registration.

Concerns were voiced that the West softball team should also be offered the opportunity to attend. The cost would possibly be cheaper if both teams traveled to this event. Denny agreed to share the information with the West Softball team and coaches and share their decision.

This field trip approval would be placed on the agenda for the June 12 Board Meeting.

Meeting adjourned at 8:20 pm.