

## CURRICULUM COMMITTEE MEETING

8:00 a.m.

March 10, 2016

District Office

Members Present: Stuart Long, Bob Runge, Janelle Liermann

Others Present: Deb Sixel, Chad Ramminger, Louise Blankenheim, Sheila Lefebber, Dawn Mueller, Corey Baumgartner, Heidi Dorner, Jen Garty, Amber Lindsay, Shawna Sabourin

Call to Order Meeting called to order at 8:00 a.m.

Achievement Gaps Dawn Mueller explained the good work being done and staff members introduced themselves. Amber Lindsay, Jen Garty, and Shawna Sabourin shared classroom interventions being used as well as the process for how students are identified as needing additional supports. Once students are identified teachers determine the specific skills needed based upon the core curriculum. First identified are those students in need of immediate tier 3 services. Additional supports are also provided during guided practice at the middle school. The teachers meet every 6-8 weeks to check on the progress of students looking at those who are at, above, or below target levels.

In fall, benchmarking meetings are held to determine where efforts are needed. Students in interventions have an IPF "Instructional Planning Form" where goals are created to close the achievement gap(s).

The process begins with data sheets showing student test results and breaking it down by each area for math and reading (literacy, fluency, etc). Member Runge inquired about the percentage of students needing additional support at each building. It is different at each grade level. Fifth grade is currently looking at kids as a whole. How do teachers feel about this process? Teachers are positive, seeing the gains and buying into it. The process has opened the door to good conversation amongst staff about data. K-8 is done by grade level and the high school by content area. Students are seeing the positives to receiving the extra help. Students are placed into small groups, set goals and monitor their own progress. The process is tailored to individual students. Dr. Sixel shared the importance of explaining the process to students, which builds their confidence and hones in on what students need. Member Long asked if the 5<sup>th</sup> grade plan should become a model district-wide. Teachers are hearing about the process by word of mouth as well as seeing the data/results, which is encouraging others to participate. Other grade levels are doing something

similar to 5<sup>th</sup> grade. Another key component to this process is principal involvement.

AIMSWEB Benchmarking was added at the 5<sup>th</sup> grade level to provide additional data to meet student needs. This process will help to ensure continuity for student expectations grades 4K-8.

Is the current process both preventative and proactive? It is proactive based upon the question “what is the core instruction.” The new structure provides both interventions and enrichment to students. Are more STEM tools needed? Yes.

What are the internal and external issues? The high school is in the beginning stages and need additional supports. Jen and Andria have played key roles in the success at the middle school. The success is based on having the right people and not stuff. Psychologists understand the data points, but need help from the instructional coaches, reading specialists, Gifted/Talented Coordinator, etc. to ensure the success of closing the achievement gaps. It’s a team effort. The gaps at the high school have to do with higher rigor and less supports. The recent change to the math program at the high school was to help meet student needs.

The math/reading interventions have planted the seed for closing the achievement gap. The next step is to prepare the community and board on the importance of interventionists at the high school as well as communicating that these gaps are not a result of failure at the elementary/middle school levels, but that the rigor of the curriculum is so much higher. This is a philosophical change, learning to differentiate and understanding the role of the instructional coach. What about community perception? It’s about the internal workings and the need to educate the public and stand up for what is right.

Are we prepared to communicate this process to parents in 2016/17 to ensure that parents have the knowledge and understanding of how the district is closing achievement gaps? Sharing this process publically could help to make Kiel a school of choice. What can the board do to support (policies, resources, etc)? Support the positions. This process cannot happen without the additional positions. The board needs to recognize staff.

Future Agenda Items

Strategies for recognition, community education, becoming advocates for curriculum, press releases in the community.

Adjourn

The meeting adjourned at 9:30 a.m.