

## CURRICULUM COMMITTEE MEETING

9:00 a.m.

September 22, 2016

District Office

Members Present: Stuart Long, Bob Runge, Janelle Liermann

Others Present: Deb Sixel, Louise Blankenheim, Sheila Lefeber, Dawn Mueller

Call to Order Meeting called to order at 9:05 a.m.

Select Chair It was the consensus of the committee to select Stuart as the chair.

Standards-Based Report Card Dr. Sixel reviewed the process she and her staff have been working on over the past school year to implement a standards-based report card at the middle school. The middle school staff:

- Learned about standards-based report cards through a 5-8 book study, reading professional articles on the topic of grading practices, attending workshops, conferences, talking to other districts, obtaining sample report cards and indicators,
- Formed a grading committee to make final decisions
- Identified academic vs behavioral standards 5-8
- Held a parent meeting during open house
- Prepared parent guidelines;
- Discussed honor roll options;
- Discussed consequences for athletics, etc.
- Sample report card, articles, etc. share on the website

Following a year of research, the teaching staff is supportive of the grading for learning practices and creating a standards-based report card. Staff wanted to make the change 5-8, but it was decided to implement 5<sup>th</sup> grade this school year and then transition the remaining grades one per year (6, 7, 8) with full implementation by 2019. This is a huge initiative and a change in mind set. Even with elementary using a standards-based report card, parents need time to understand and become comfortable with this process at the middle school. Dr. Sixel shared the action plan and steps used throughout the process.

A parent meeting was held and information was shared with those parents unable to attend as well as on the website. Other than one parent threatening to leave, Dr. Sixel did not receive much feedback.

Dr. Sixel shared the grading practices and an article. The standards-based report card assesses the learning and removes the behavioral aspect (ie. points for changing clothes, etc.). Some questions from committee members included:

- What does the grade look like to the parent?
  - 4 = Exceeding Standards
  - 3 = Meeting Standards
  - 2 = Progressing Toward Standards
  - 1 = Minimal Progress Toward Standards
- Percent does not measure proficiency
  - All skills will be listed for parents to see
- What about moving from grade to grade?
  - This is where interventions come in. Student needs are met through enrichment and intervention
- How to get the information to the public?
  - Perhaps creating Youtube videos
  - Website has information shared at meetings
  - Skyward used to communicate to gr. 5
  - Handouts will be provided at parent/teacher conferences
- How are students adjusting?
  - Great
  - Students had a standards-based report card in elementary school
  - Parents who anticipated a traditional grading format (A-F) have to change their mindset- this is not an elementary initiative
  - Students are allowed to retake tests, quizzes, to show their most current understanding
  - Full credit is available for retakes, redos. Students earn the ability to retake by showing they have practiced, studied and are ready to show their new learning
  - Homework is practice and therefore not graded
- What about extra credit?
  - There is no extra credit- Students earn a level 4 by showing proficiency beyond the standard, not for doing extra work

Honor roll – This is considered a trophy for some students. What is the impact to testing, such as the ACT? Students are taking the applications and applying them to get themselves to a 4. There will be a purple and white honor roll. Purple is obtained by 3 level of proficiency or higher and white is for 2.5 or higher.

Further information shared at the meeting can be found on the Middle School Parent link: <http://www.kiel.k12.wi.us/parents/stdsbasedgrades.cfm>

Can the standards-based report card be tied to Professional Learning Communities (PLC) and the Strategic Plan? It is a big part of the current PLC work: data, behavioral, life skills, verticals, breaking down the standards, etc. Prior to having a standards-based system, teachers had to work in their PLC groups to identify the power/essential standards, identify the "I CAN" statements, and determine the formative and summative assessments to use for grading purposes. This is all part of the work within PLCs

Member Long asked committee members if they had a good understanding of the standards-based report card? Member Runge wondered if this should be a presentation to the full board? Before going to the full board is the committee supportive? Both Member Liermann and Runge are supportive of this initiative as well as Member Long. What about homework? It's about practice and feedback, which are not graded. There are a lot of pre- assessments used to help teachers understand what students already know and what they need to concentrate on.

Dr. Sixel was asked to bring this back at the end of the school year to share the outcomes.

### Set Goals

The following thoughts were shared in regards to setting goals for the curriculum committee:

- Importance of curriculum - what to focus on and share what's been accomplished
- Student's ability to comprehend and move on
- Curriculum designed to meet state standards
- Goals across schools
- Educating teachers
- Technology needs
- Every student being proficient
- Technology and curriculum go hand-in-hand
- Assess tools being used (supporting vs driving)

Money is needed to do these things as well as allowing staff to attend conferences, time to network with colleagues, etc.

Should committee members review the power standards to obtain a better understanding of them? Committee members will review the standards on their own time and bring their questions to the next meeting.

Discussed adding to each agenda the following questions: “What are the gaps” (financial, professional development, curriculum writing, PLC, etc.) as well as “What are the action steps needed to support the gaps”.

Agenda Items

Next agenda: Power standards

- Elementary, Middle School, High School
- All subjects or by subject area
- Self- study and questions
- Who is needed at meeting to answer questions
- Dr. Sixel to explain the process
- Essential/“I CAN” statements

Adjourn

On Motion of Member Runge, seconded by Member Liermann, the meeting adjourned at 10:07 a.m.