



## MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

Educational Support Center  
Board Meeting Room  
3600-52<sup>nd</sup> Street  
Kenosha, WI 53144

December 3, 2013  
REVISED 2

5:30 P.M. – Curriculum/Program  
6:00 P.M. – Joint Planning/Facilities/Equipment &  
Curriculum/Program  
6:30 P.M. – Planning/Facilities/Equipment  
6:50 P.M. – Personnel/Policy

December 2013 Audit/Budget/Finance Standing  
Committee Meeting is canceled

Please Note: Committee meetings may start early if  
preceding meeting adjourns early.

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**CURRICULUM/PROGRAM – 5:30 P.M.**

- A) Approval of Minutes – November 12, 2013 ..... Pages 1-2
- B) Four-Year Graduation Rate – Cohort Analysis ..... Pages 3-7
- C) Information Items
  - 1) Common Core State Standards Implementation  
And Staff Development Update ..... Pages 8-128
- D) Future Agenda Items
- E) Adjournment

**JOINT PLANNING/FACILITIES/EQUIPMENT & CURRICULUM/PROGRAM –  
6:00 P.M.**

- A) Proposed Expansion of Kenosha School of  
Technology Enhanced Curriculum Charter School..... Pages 129-144
- B) Future Agenda Items
- C) Adjournment

**PLANNING/FACILITIES/EQUIPMENT – 6:30 P.M. OR AT THE CONCLUSION OF  
THE PRECEDING MEETING**

- A) Approval of Minutes – November 12, 2013 (2 sets) ..... Pages 145-146
- B) Information Item
  - 1) Capital Projects Updates ..... Pages 147-148
- C) Future Agenda Items
- D) Adjournment

**PERSONNEL/POLICY – 6:50 P.M. OR IMMEDIATELY FOLLOWING  
CONCLUSION OF PRECEDING MEETING**

- A) Approval of Minutes – November 12, 2013 (3 sets)..... Pages 149-152
- B) School Board Policy/Rule 8850 – School Board Committees.... Pages 153-158
- C) School Board Policy/Rule 5431 – Student Dress Code ..... Pages 159-161
- D) Information Item
- E) Future Agenda Items
- F) Adjournment

PLEASE NOTE: The December Audit/Budget/Finance  
Committee Meeting Has Been Canceled.

<p>There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.</p>
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**KENOSHA UNIFIED SCHOOL BOARD**  
**CURRICULUM/PROGRAM MEETING**  
Educational Support Center – Room 110  
November 12, 2013  
**MINUTES**

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Flood was called to order at 6:54 P.M. with the following Committee members present: Mrs. Taube, Mrs. Coleman, Mrs. Daghfal, Mrs. Karabetsos, Ms. Kenefick, Mrs. Santoro, Mrs. Renish-Ratelis, and Mr. Flood. Ms. Galli arrived later. Dr. Hancock was also present.

**Approval of Minutes – October 8, 2013 (3 sets)**

Mrs. Coleman moved to approve the minutes as contained in the agenda. Mrs. Renish-Ratelis seconded the motion. Unanimously approved.

**Request to Implement the Youth Risk Behavior Survey – Grades 7 and 8**

Ms. Patricia Demos, Coordinator of Community School Relations, presented the Request to Implement the Youth Risk Behavior Survey in Grades 7 and 8. She indicated that the online anonymous survey would be conducted in three middle schools. The survey would cover demographics, traffic and personal safety, weapons, tobacco use, alcohol use, marijuana use, eating habits, physical activity, health issues and social support. The approved district protocol for conducting the survey will be conducted by sending an opt-out informational letter to the parents of the students selected to participate. There is no cost associated with the survey.

Mrs. Coleman moved to forward the Request to Implement the Youth Risk Behavior Survey – Grades 7 and 8 to the full Board for consideration. Mrs. Coleman seconded the motion. Unanimously approved.

**Information Items**

Ms. Christine Pratt, Coordinator of Science, presented the Update on the Next Generation Science Standards as contained in the agenda. She provided the Committee with information on the background of the standards, the conceptual shifts required to implement the standards, the structure of the standards, and the next steps.

Ms. Galli arrived at 7:10 P.M.

Ms. Pratt and Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, answered questions from Committee members.

Mrs. Debra Giorno, Sumer School Teacher-Coordinator, presented the Summer School Update as contained in the agenda. She provided the Committee with information

relating to the historical background, the 2013 program overview, the summer school advisory groups, the 2013 staffing, the 2013 evaluation feedback, and the 2013 budget.

Mrs. Taube requested the number of students who passed summer school with a satisfactory grade in 2013. Mrs. Giorno indicated that she would get that information to Mrs. Taube.

Mrs. Taube requested summer school attendance data at all levels for 2013. Mrs. Giorno indicated that she would get that information to Mrs. Taube.

Mrs. Savaglio-Jarvis indicated that the recommendation is that the 2014 Summer School budget remain at the current budgeted amount of \$1,241,336. She explained that at that budgeted amount in 2013, class sizes were decreased, waiting lists were eliminated, a class size of 15:1 would be retained in reading and math at the elementary level, it would allow staff to be paid to write curriculum which is personalized that would encompass collaboration, creativity, critical thinking, and communication around meaningful learning targets, and would provide for professional learning opportunities for the staff.

Mr. Flood noted that the Summer School Update was on the agenda as an information item but there is a recommendation in the report asking for that the Committee send it to the full Board. Discussion took place on how to proceed with the item in order to not violate the open meetings law. Mrs. Coleman made the recommendation that the Summer School Update be placed on the regular school board meeting agenda by the School Board President. There were no objections.

### **Future Agenda Items**

Dr. Savaglio-Jarvis indicated that she would have a Common Core Update for the Committee in December.

Mrs. Daghfal requested information on Achieve 3000, i.e. who is using it, the cost, results from other Districts, etc.

Mrs. Daghfal requested a status update of high school regular/honors integrated classes.

Meeting adjourned at 8:01 P.M.

Stacy Schroeder Busby  
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

December 3, 2013  
Curriculum/Program Standing Committee

**FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS**

*(School Year 2012-13 Graduation Class of 2013)*

***Executive Summary***

Administration presented the first cohort analysis of graduation trends to the Kenosha Unified School Board beginning with School Year 1994-95. This cohort analysis is the eighteenth annual report to the Kenosha Unified School Board. It provides a “base cohort” illustrating the progress of students from their initial assignment as a ninth grader on the Official Third Friday Count Day in SY 2009-10 until the end of summer school four school years later in August 2013. Additionally, the graduation “base cohort” of the Class of 2012 was examined in terms of its progress during the year following its designated graduation year (fifth year).

The cohort graduation rate presented in this report is slightly different than the rate published by the Wisconsin Department of Public Instruction (DPI). Beginning in 2009-10, DPI reported a 4-year cohort graduation rate which includes all students who have been assigned to a *Wisconsin* public school cohort and were last enrolled in KUSD during the 4-year time period, whether or not the student *began* in KUSD in their ninth grade year. Additionally, DPI’s graduation rate is a factor in two priority areas of the new Accountability School and District Report Card: Closing Gaps and On-Track and Postsecondary Readiness. For the school and district report cards, DPI provides data on the 4-year cohort and the 6-year cohort. Subsequent KUSD specific cohort reports will align with the DPI model of presenting a 4-year and 6-year analysis.

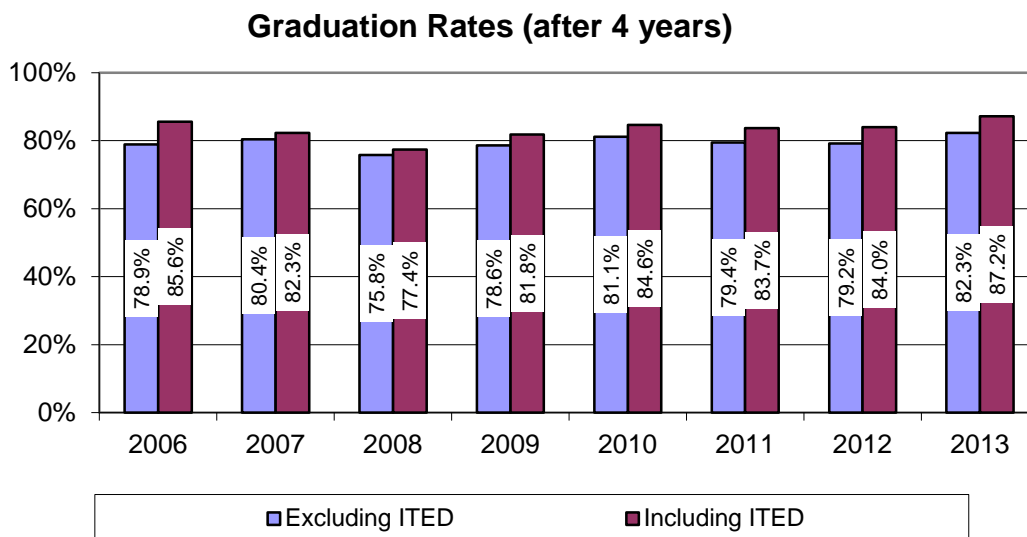
Beginning in SY 2010-11, new federal guidelines regarding student race and ethnicity were implemented. In the past, parents/guardians were required to categorize their child in one of the following ethnic groups: Asian, Black/African American, Hispanic, Native American, and White. The new guidelines apply a two-part question format, first whether or not the student is Hispanic/Latino **and** then selecting one or more of the following races: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. **Because this is the third year that the new race/ethnic groups are available, the graduation rates will be reported using the ethnic codes that were assigned to students at their initial enrollment in high school at the beginning of grade 9 during SY 2009-10.** This will allow for valid comparisons when analyzing longitudinal data. The updated race/ethnicity categories are expected to be utilized with the Cohort Analysis for the Graduation Class of 2014, the first class using the new codes as they entered into high school in grade 9.

It should be noted that a few changes regarding high school completion were recently put in place. In April 2011, the Kenosha Unified Rule 6456 *Graduation Requirements* was updated. Effective for the Class of 2013 was a change in the high school graduation credit requirement from 26 to 23 credits. The minimum credits for Social Studies, Math and Science were reduced from 4 to 3 credits. Currently, Wisconsin High School Graduation Standards contain a minimum requirement of 3 credits for Social Studies, 2 credits each for Math and Science, and 21.5 credits overall. State legislators are in the process of a proposal to increase the Math and Science requirements from 2 to 3 credits. In April 2012, Rule 6456 also added a Community/Service Learning requirement beginning with the Class of 2013 and an Online Learning Experience beginning with the Class of 2016. Another change was implemented in September 2013; the standardized assessment used in the High School Competency Diploma Option transitioned from the paper and pencil Iowa Tests of Educational Development (ITED) to the Iowa Assessment, an on-line version that is aligned to the Common Core Standards.

### **SIGNIFICANT FINDINGS** ***Four-Year Cycle (Class of 2013)***

The following is a list of significant findings based on a review of this year's cohort analysis. Please note that the terms "Students with Disabilities", "Economically Disadvantaged", and "Limited English Proficient" are used as defined by No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act (IDEA), as well as the state-approved waiver agreement post-NCLB, and are consistent with DPI reporting.

1. At the end of the four-year cycle, KUSD achieved an overall graduation rate of 82.3%, an increase of 3.1% over last year's rate of 79.2% when excluding "ITED" graduates, and 87.2% when including "ITED" graduates, an increase of 3.2% when compared to last year's rate of 84.0%.

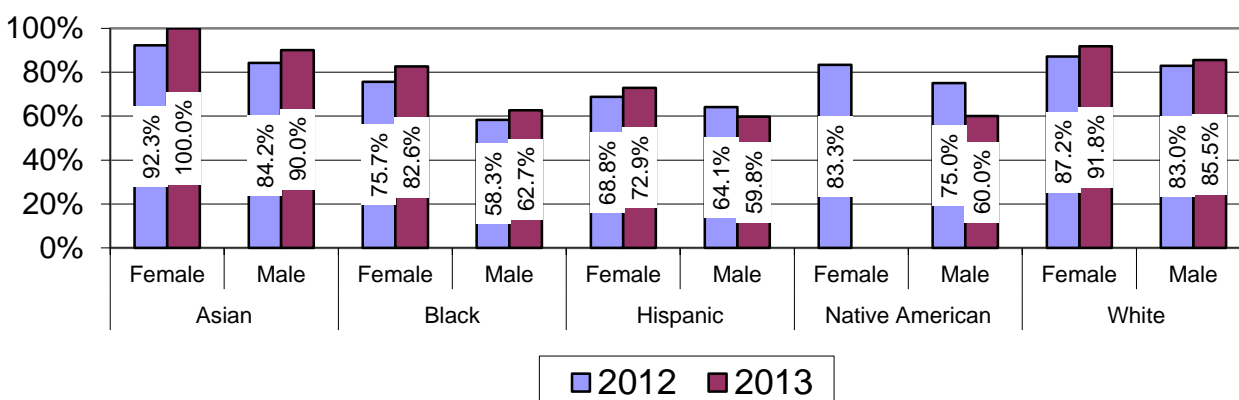


2. As in previous years, Black and Hispanic students graduated at a rate lower than their White counterparts, both when excluding "ITED" graduates and including them.

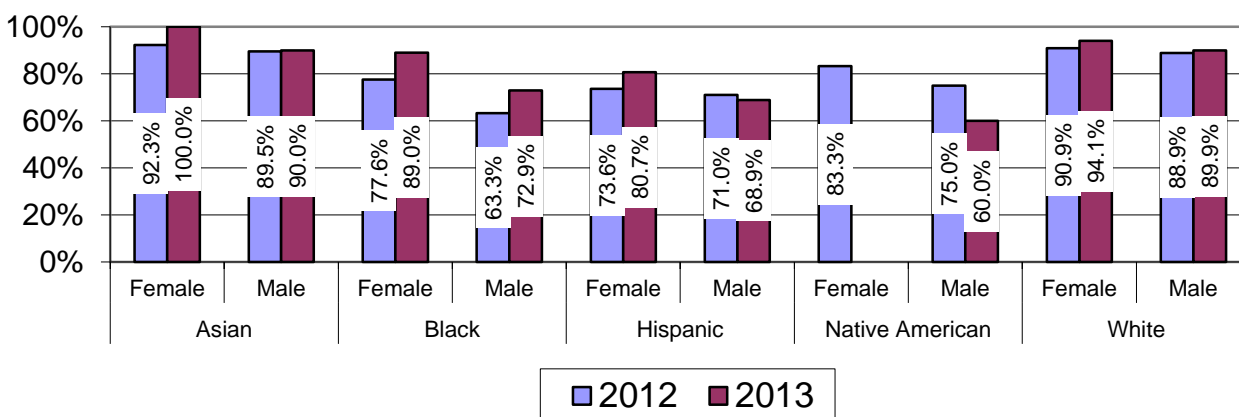


3. Black Females reported a significant increase in their graduation rate when excluding “ITED” graduates and from 77.6% to 89.0% (+11.4) when including them. Black Males also reported an increase in their graduation rate when excluding “ITED” graduates, from 58.3% to 62.7% (+4.4%) and from 63.3% to 72.9% (+9.6%) when including “ITED” graduates.
4. Hispanic Females reported an increase in their graduation rate when excluding “ITED” graduates, from 68.8% to 72.9% (+4.1%) and when including “ITED” graduates, from 73.6% to 80.7% (+7.1%). However, Hispanic Males reported a decrease in their graduation rate when compared to the previous year, from 64.1% to 59.8% (-4.3%) when excluding “ITED” graduates, and from 71.0% to 68.9% (-2.1%) when including them.
5. White Females reported an increase in their graduation rate when excluding “ITED” graduates, from 87.2% to 91.8% (+4.6%) and when including “ITED” graduates, from 90.9% to 94.1% (+3.2%). White Males reported an increase of 83.0% and 85.5% (+2.5) when excluding “ITED” graduates and 88.9% to 89.9% (+1.0) when including “ITED” graduates.

## Ethnic Groups - Excluding ITED



## Ethnic Groups - Including ITED



6. The graduation rates for the target groups in the School and District Report Card, “Students with Disabilities”, “Economically Disadvantaged”, and “Limited English Proficient” report graduation rates at a lower rate of their comparison group; however, all target groups reported increases from 2012 to 2013. When excluding “ITED” graduates “Students with Disabilities” increased from 59.7% to 65.9% (+6.2%), “Economically Disadvantaged” rose from 66.8% to 69.7% (+2.9%), and “Limited English Proficient” went from 66.9% to 69.3% (+2.4). When including “ITED” graduates, increases were also seen; “Students with Disabilities” rose from 68.2% to 74.6% (+6.4%), “Economically Disadvantaged” went from 73.6% to 78.7% (+5.1%) and “Limited English Proficient” went from 74.0% to 75.3% (+1.3).
7. All female students graduated at higher rates than male students of the same ethnicity.
8. When comparing 2012 to 2013, decreases in the gap were reported between Black and White Males and Black and White Females when excluding “ITED” graduates. When including “ITED” graduates, the gap also decreased between Black Males, Black Females and Hispanic Females and the rates of White students of the same gender grouping. The most notable decrease was with Black Females; this gap was reduced from 13.3% in 2012 to 5.1% in 2013.
9. The greatest disparity in graduation rates with ethnic and gender groups was between Hispanic Males and White Males, with gaps of 25.7% and 21.0% respectively, when excluding and including “ITED” graduates.
10. Students with Disabilities report lower graduation rates than their comparison group; however, the gap reported in 2013 was the lowest in the past five years. Students who are “Economically Disadvantaged” continue to report a gap in the 24% range with those “Not Economically Disadvantaged” when excluding “ITED” graduates; when including “ITED” graduates, this gap fell from 20.3% in 2012 to 16.8% in 2013.
11. The dropout rate fell from 3.1% in 2012 to 2.0% in 2013. Black Females reported the lowest dropout rate of all gender and major ethnic groups at 0.9%, a decrease from 5.6% in 2012. Hispanic Males reported the highest dropout rate.
12. The number of “ITED” graduates in the 2013 Cohort Graduation Class after four years was 76, an increase of one student when compared to 75 “ITED” graduates in the 2012 Cohort Graduation Class.

#### ***Five-Year Cycle (Class of 2012)***

13. At the end of the five-year period, 1,254 students (80.1%) graduated when excluding “ITED” graduates and 1,393 students (89.0%) graduated when including “ITED” graduates, resulting in an additional +0.9% and +5.0% of students, respectively, when compared to the end of the fourth year.

14. The graduation rates for most of the reported student subgroups increased when measured at the end of the fifth year as compared to the rate reported at the end of the fourth year, both when excluding and including “ITED” graduates, with the exception of no change for Asian Male students and Native American students. The only subgroup that reported a slight decrease was Hispanic Males, which dropped slightly from 64.1% to 63.7% when excluding the “ITED” graduates, though the rate for this subgroup did increase from 71.0% to 78.1% when including “ITED” graduates.
15. The percent of “Credit Deficient” students in the 2012 graduation cohort group decreased at the end of the fifth year, from 12.7% to 5.6%; however, the percent of “Dropout” students increased, from 7.9% to 14.1% when including “ITED” graduates as dropouts and from 3.1% to 5.2% when excluding “ITED” graduates as dropouts.
16. The number of “ITED” graduates in the 2012 graduation cohort group after five years was 139 students, an increase of 64 students when compared to the same cohort group after four years.

### **Recommendations**

Administration recommends that the Curriculum/Program Standing Committee review and accept the 2012-13 Four Year Graduation Rate - Cohort Analysis Report and forward the report to the full School Board for its review and acceptance. The Office of Information and Accountability will continue to monitor graduation patterns and submit the 2013-14 Four Year Graduation Rate - Cohort Analysis Report to the School Board Curriculum/Program Standing Committee in the fall of 2014.

Dr. Michele Hancock  
Superintendent of Schools

Mr. Kristopher Keckler  
Executive Director  
Information and Accountability

Ms. Renee Blise  
Research Coordinator  
Information and Accountability

**LINK TO COMPLETE REPORT WITH APPENDICES**

<http://www.kusd.edu/sites/default/files/document-library/english/cohort.pdf>

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

December 3, 2013  
Curriculum Program Committee

**Common Core State Standards Implementation and Staff Development Update**

**Background**

First launched in April 2009, the Common Core State Standards Initiative was conceived to identify and develop college-and-career-readiness standards that address what students are expected to know and be able to do when they have graduated from high school. The initiative introduced the final version of the standards in June 2010; and by September 2012, 46 states, including Wisconsin, had adopted the Common Core State Standards.

States organized themselves to design and develop next generation assessments to measure student learning aligned with the Common Core State Standards with the target of the assessments being administered by the 2014–15 school year. These standards to improve literacy and numeracy and produce college-and-career ready students are crucial because we now live in a world of global interconnectedness and competitiveness. This new age has challenged the economic vitality of the United States to a degree unseen since the industrial age. Our kindergarten through twelfth grade education drives the preparedness of the future workforce; and a common set of high, internationally-benchmarked college-and-career-readiness standards makes more sense than ever before.

To support the teachers in the classroom and advance the understanding and implementation of the Common Core State Standards, the Office of Teaching and Learning is providing a multifaceted program of information and professional learning. Teaching and Learning, over the course of several phases, recommends the following general priorities within the department to move the Common Core implementation forward:

- Ensure educators deeply understand the standards and the key instructional shifts they require.
- Vet instructional resources for quality and alignment with the standards.
- Transform principals and instructional coaches.
- Transform key classroom and instructional coaches as leaders in each building to sustain the work.
- Listen to educators about their professional learning needs.
- Maximize opportunities for collaboration and capacity building through professional learning.
- Engage higher education partners.

- Understand and plan for the coming common assessments in spring 2015.
- Adopt technology to work with the new on-line assessments.
- Align initiatives into comprehensive reforms.

## Impact

The rapid adoption of the standards showed states' support for students becoming college-and-career ready. It also created a number of challenges in implementing the new standards. Educators are unclear about where to focus their instructional efforts, and many school leaders are overwhelmed with trying to lead multiple major reform efforts. Furthermore, the simultaneous reforms have exceeded the capacity of most state and local educational agencies, compromising educators' ability to best implement any reform.

Association for Supervision and Curriculum Development executive director, Gene R. Carter, summarized the situation in the field: "Rapid adoption of the Common Core State Standards has outstripped both professional and public understanding of the standards and their potential for changing the learning and teaching paradigm. It is essential that district and school leaders have the opportunity to learn about the standards and raise questions that will help guide their transition, implementation, and communication strategies."

A common consequence is a crosswalk approach in which educators compare the Common Core State Standards side by side with the state's current math and English language arts/literacy standards, looking for similar or matching verbiage so that they can deem those standards as already taught. However, the crosswalk approach fails to adequately capture the level of content mastery, rigor, and depth of change necessary to meet the expectations of college-and-career readiness in the Common Core State Standards.

Over the course of time, what educators have learned best is to focus on facilitation of the Common Core State Standards implementation process and determine what resources and professional development educators need to make the transition a reality. *It is imperative to identify and promote educators' awareness, understanding, and practice of the Common Core State Standards.*

Kenosha Unified School District will focus on the adopted Common Core State Standards in math, English/language arts, and sixth through twelfth grade disciplinary literacy. Key to understanding the Common Core State Standards and the impact the standards have on instructional practice are the literacy and math instructional shifts:

<b>Literacy Instructional Shifts</b>	<b>Math Instructional Shifts</b>
Increase reading of informational text	Focus where the standards focus
Literacy instruction in content areas	Coherence across and within grade level
Text-based answers	Increased rigor regarding:
Grade level text complexity:	<ul style="list-style-type: none"><li>• Conceptual understanding</li></ul>
<ul style="list-style-type: none"><li>• Writing: evidence based &amp; from sources</li></ul>	<ul style="list-style-type: none"><li>• Application of mathematical processes</li></ul>
<ul style="list-style-type: none"><li>• Academic vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Procedural skill and fluency</li></ul>

Teaching and Learning is providing information and professional learning to teachers and administrators to ensure deep understanding of the Common Core Standards and the key instructional shifts they require. In order to deliver on providing the necessary information and professional development, Teaching and Learning has conducted intensive research, communicated with experts in the field, and has included the implementation of the Common Core State Standards in the *Kenosha Unified School District Professional Learning Three-Year Plan 2013-2016*. The *Kenosha Unified School District Professional Learning Three-Year Plan* was presented to the Board of Education in July 2013. The Board approved year 1 of the plan on August 27, 2013 (Appendix A, pp. 5-14). Outlined below are the phases of work both completed and ongoing:

### **Common Core State Standards Implementation Overview of Timeline and Professional Learning Modules**

<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>Phase I: Awareness</b>	<b>Phase II: Understanding</b>	<b>Phase III: Practice</b>
The Common Core State Standards were introduced on a wide scale within Kenosha Unified School District. A workshop to inform and orientate staff and building administrators was presented by Teaching and Learning at each school.	<p>The Common Core State Standards were implemented in math, English/language arts, and sixth through twelfth grade disciplinary literacy.</p> <p>A shift occurred in the application of standards in most, if not all, schools. Schools continued to build on the knowledge and learning from the prior school year. Educators across Kenosha Unified School District identified their professional learning needs and continued to encourage collaboration as an avenue to support the shifts within the standards.</p> <p>Teaching and Learning partnered with Evans Newton, Inc., to go deeper into the Common Core. Teaching and Learning began a pilot group of two schools and asked the question, “What does teaching and learning look like in a solid Common Core classroom?” The pilot experience exposed the need to build more capacity to give teachers across the entire district the professional development and tools to address the common core shifts.</p> <p>Teaching and Learning began the process of creating a comprehensive professional learning plan for 2013-2016.</p>	<p><b>Professional Learning Plan, Year One: Improve literacy and numeracy through the implementation of Common Core State Standards</b></p> <p>The Kenosha Unified School District Leadership Team worked with building administrators and Teaching and Learning coordinators to form a network of instructional coaches, instructional leaders, and cadre teachers in and among all schools (Appendix B).</p> <p>Throughout the school year, Common Core Cadres receive information and training from Teaching and Learning coordinators in a series of professional learning opportunities named “Common Core Boot Camps.” The cadres are then responsible for delivering the module from each boot camp to the staff in their respective buildings.</p> <p>Teaching and Learning coordinators are assigned to schools to support building administrators and staff in implementing the expectations from each boot camp module (Appendix C). Teacher collaboration time has been built into the schedule for teachers to discuss their instructional planning and implementation to reflect instructional strategies that address the common core shifts.</p>



To date, the following professional learning opportunities have occurred in 2013:

- Secondary Common Core Boot Camp, Module I: June 25 and July 10-11
- Elementary Common Core Boot Camp, Module I: June 26-27 and July 9
- Common Core Boot Camp make-up session: August 7
- Cadre planning time for delivery of Module I in schools: August 12-13
- Delivery of Module I to building staff: August 26-29 and September 13

Module I Content (Appendix D):

1. Urgency for implementing the Common Core State Standards
  2. Defining college-and-career readiness
  3. Preparing for the Smarter Balanced Assessments
  4. Structure and content of the Common Core State Standards
  5. Common processing skills across all standards
  6. Shifts required by the Common Core State Standards
  7. Critical instructional practices: collaborative reasoning and evidence based questioning.
- Secondary Common Core Boot Camp, Module II: October 19, 21, and 23
  - Elementary Common Core Boot Camp, Module II: October 21 and 23
  - Boot Camp mini-sessions for principals: November 1 and 6
  - Cadre planning time for delivery of Module II: October 28-November 14
  - Delivery of Module II to building staff: November 15
  - Building Common Core leadership networking meetings for principals, December 9

Module II (Appendix E):

1. Influences on student achievement
2. Review of Module I concepts
3. Understanding text complexity
4. Understanding and using close reading strategies
5. Understanding and using collaboration strategies

The following professional learning opportunities are planned for 2014:

- Elementary and Secondary Boot Camp, Module III: February 17, 19, and 22.
- Boot Camp mini-sessions for principals: February 24.
- Cadre planning time for delivery of Module III: February 18-March 13.
- Delivery of Module III to building staff: March 14.
- Building Common Core leadership networking meetings for principals: March 31.

### Module III Content:

- Using text sets during instruction
- Supporting rigorous student dialog
- Collaborative discussion, next steps
- Assessment and feedback related to learning targets
- Student learning in the era of Smarter Balanced Assessments

The staff at each building completes an evaluation after the delivery of each module. The data from the evaluation is used to evaluate the understanding of module content and to inform the next steps for professional learning. The following is a summary of Module I evaluation results:

- 202 teachers (55% elementary, 45% secondary) completed the evaluation of the CCSS Module I session.
- 72.5% can identify an activity that would meet the CCSS.
- 57.2% are able to interpret and apply the CCSS shifts in lesson design either quite well or very well.
- 59% are able to organize lessons that include collaborative reasoning quite well or very well.
- 55% would like more professional development and 61.8% would like to use collaboration time to continue their professional learning.

### Next Steps

Phase IV of the district implementation of Common Core State Standards will be guided by years two and three of the *Kenosha Unified School District Professional Learning Three-Year Plan 2013-2016*, if approved. The plan will be adjusted, as needed, based on feedback and data from the professional learning modules. To sustain the work of Modules I, II, and III, building administrators and instructional leaders will monitor professional learning community conversations, conduct learning walks, provide support for their colleagues, and monitor student academic progress. This will ensure that appropriate instructional strategies align to the Common Core State Standards and are embedded in classroom practice. Teaching and Learning will continue to support each school to enhance professional learning. The four-phase plan outlined in this report will result in Common Core aligned classroom instruction that is engaging, rigorous, and relevant to improve literacy and numeracy for all students.

Dr. Michele Hancock  
Superintendent of Schools

Dr. Sue Savaglio-Jarvis  
Assistant Superintendent of Teaching and Learning



# **KENOSHA UNIFIED SCHOOL DISTRICT**

## **PROFESSIONAL LEARNING THREE-YEAR PLAN 2013-16**



**Maximizing the  
Brilliance of Children**

## 1

## Improve literacy and numeracy through the implementation of Common Core State Standards.

### What are the Common Core State Standards?

The Common Core State Standards (CCSS) initiative is a state-led effort that establishes a single set of clear education standards for kindergarten through twelfth grade. The standards are designed to ensure that students graduating from high school are prepared to enter two- or four-year college programs or enter the workforce. The standards are clear and concise to ensure that parents, teachers, and students have a clear understanding of the expectations in mathematics, reading, writing, speaking, listening, and language across the disciplines.



### Why is this Professional Learning a Focus for Kenosha Unified School District?

Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. Common Core State Standards are high standards that are consistent across states that providing teachers, parents, and students with a set of clear expectations aligned to college and career readiness skills. The standards promote equity by ensuring all students—no matter where they live—are well prepared with the skills and knowledge necessary to collaborate and compete with their peers in the United States and abroad. Unlike previous state standards, which were unique to every state in the country, the Common Core State Standards enable collaboration between states on a range of tools and policies.

The Common Core State Standards impact teaching and learning. The standards outline the skills and knowledge that students should achieve by the end of each school year. The standards do not make recommendations for instructional practices. However, in order to meet the standards' high expectations, instruction must be adjusted so that:

- Teachers are involved in the development of assessments linked to those top-quality standards.
- Educators are guided toward curricula and teaching strategies that give students a deep understanding of the subject and the skills they need to apply their knowledge.
- Lessons emphasize rigorous and relevant teaching and learning.
- Teachers work collaboratively to plan effective lessons and monitor student performance.

In order for Common Core State Standards to be mastered by Kenosha Unified School District students, classrooms will need to provide engaging, rigorous, and relevant instruction that promotes communication, creativity, and critical thinking skills. Instructional staff will be engaged in multiple professional learning opportunities that include ongoing assessment of both instructional practice and student learning to ensure that students perform proficiently on the Smarter Balanced Assessment.

## 1

## Improve literacy and numeracy through the implementation of Common Core State Standards.

### Transformation Alignment

- Transformation Goal I Strategy A
  - Teacher as a coach/advisor in the classroom
  - Collegiality culture
  - Curriculum with authentic assessments
- Transformation Goal I Strategy C
  - Authentic learning environment
  - Instructional strategies promoting communication, creativity, and critical thinking skills
  - Culturally responsive curriculum
  - Instructional coaching
  - Resource bank of units, lessons, and activities for authentic learning environments
- Transformation Goal I Strategy D
  - Assess on Common Core State Standards
  - High quality assessments and feedback

**Big Idea:** The implementation of the CCSS requires shifts in lesson design (curriculum), instructional practice, and assessment.

**Essential Question:** What does it look like to shift instruction to implement the CCSS in classrooms?

### Professional Learning Implementation Plan

In order to impact student learning through aligning the Common Core State Standards shifts with the instructional practice of all teachers, it is imperative that teacher leaders are developed in every building. Common Core State Standards and professional learning will be centered on developing a cadre of four to six team members per building who will be trained by the Office of Teaching and Learning to lead their building. Cadre members will engage in a variety of professional learning experiences that will build their knowledge and skills in implementing the Common Core State Standards and leadership skills. Additionally, Teaching and Learning administrators will partner with schools to provide ongoing support and monitoring of the implementation and assessment of the Common Core State Standard shifts. Teachers will engage in team collaboration, learning walks, student and teacher interviews, lesson studies, coaching, examining student work, and peer observation while improving their instructional practices to meet the diverse needs of their students.

## 1

## Improve literacy and numeracy through the implementation of Common Core State Standards.

### COMMON CORE STATE STANDARDS PROFESSIONAL LEARNING OBJECTIVES

#### 2013-14

- Teachers will learn more about their students through a culture of collaboration with colleagues and students.
- Teachers will view their instruction through the shifts of the Common Core State Standards.
- Teachers will create living learning targets. Assessment by teachers and students will be based on these targets.

#### 2014-15

- Teachers will implement recommended strategies for academic vocabulary acquisition.
- Teachers will integrate explicit informational text strategies into lesson planning.
- Teachers will routinely and systematically use data to drive instruction.
- Teachers will collaboratively design unit and lesson plans aligned with the Common Core State Standards.

#### 2015-16

- Teachers will collaborate on a variety of learning opportunities to support Common Core-based classroom instructional transitions, including supports for special populations.
- Teachers will participate in district-wide learning opportunities to collaborate on Common Core-aligned implementation strategies.
- Teachers will utilize Smarter Balanced Assessment data to align curriculum, instruction, and assessment.



## 1

## Improve literacy and numeracy through the implementation of Common Core State Standards.

Module 1: August 2013-November 2013	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<b><u>Curriculum</u></b> <ul style="list-style-type: none"> <li>Demands of the standards</li> </ul>	<ul style="list-style-type: none"> <li>I interpret and apply the CCSS shifts in lesson design.</li> </ul>	<ul style="list-style-type: none"> <li>Text-dependent evidence and tasks (CCSS shifts) are evident in daily lessons.</li> </ul>
	<b><u>Instruction</u></b> <ul style="list-style-type: none"> <li>Collaborative instructional strategy: problem solving</li> </ul>	<ul style="list-style-type: none"> <li>I organize lessons to include strategies for collaborative reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>Strategic instruction to promote accountable talk and productive struggle is evident in lessons and in the classroom environment (discussion, norms, anchor charts, and student self-assessments).</li> </ul>
	<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>Learning targets (four types)</li> <li>Record keeping (teacher/student)</li> </ul>	<ul style="list-style-type: none"> <li>I develop targeted learning goals aligned with the standards for learning and assessment.</li> <li>I develop record-keeping systems kept by myself and my students aligned with learning targets.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments are aligned with the four types of learning targets.</li> <li>Students engaged in self and peer assessments.</li> <li>Data is collected and analyzed by both teachers and students.</li> </ul>
<b><u>Leadership Accountability for Fidelity</u></b> <ul style="list-style-type: none"> <li>Principals and cadre members are monitoring professional learning community conversations to ensure standard-aligned learning targets are developed and used for assessments.</li> <li>Principals and cadre members are analyzing documents (lesson plans, data notebooks, and assessments) shared at professional learning community meetings by team members to ensure the selection meets agreed-upon criteria.</li> <li>Principals and cadre members will conduct at least one learning walk by mid-October to observe:               <ul style="list-style-type: none"> <li>Intentional, focused instruction related to text-dependent questions and tasks.</li> <li>Productive student discussions in small and whole-group settings.</li> </ul> </li> </ul>			
<b><u>Additional Support</u></b> <ul style="list-style-type: none"> <li>Webinars</li> <li>Mentoring from cadre members</li> <li>Collaborative support in professional learning communities (PLCs)</li> <li>Fall professional learning courses on text-dependent questions and tasks (methodology for collaborative reasoning)</li> </ul>			
<b><u>Evaluation of Professional Learning</u></b> <ul style="list-style-type: none"> <li>Levels 1 and 2: Evaluations of professional learning sessions</li> <li>Level 3: Principal and cadre member interviews by Teaching and Learning coordinators</li> <li>Level 4: Learning walks and student learning survey (winter 2014)</li> <li>Level 5: Measures of Academic Progress (MAP) scores—growth reports and pass/fail rate of course completion</li> </ul>			



## 1

## Improve literacy and numeracy through the implementation of Common Core State Standards.

Module 2: November 2013-February 2014	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<b><u>Curriculum</u></b> <ul style="list-style-type: none"> <li>Components of high quality information text as a companion resource</li> </ul>	<ul style="list-style-type: none"> <li>I evaluate information resources and select pieces for upcoming units.</li> </ul>	<ul style="list-style-type: none"> <li>Information resources and text sets are integrated in lessons taught weekly.</li> </ul>
	<b><u>Instruction</u></b> <ul style="list-style-type: none"> <li>Reading strategies for accessing informational text</li> </ul>	<ul style="list-style-type: none"> <li>I acquire a set of strategies to assist in managing and mastering informational text.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate instructional strategies and structures are used when teaching informational text.</li> </ul>
	<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>Descriptive feedback</li> <li>Criteria and goal setting</li> </ul>	<ul style="list-style-type: none"> <li>I engage students through descriptive feedback and goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive feedback is used during instructional time and on written work.</li> <li>Students are engaging in goal setting conferencing.</li> </ul>
<b><u>Leadership Accountability for Fidelity</u></b> <ul style="list-style-type: none"> <li>Through professional learning communities, principals and cadre members ensure that effective informational resource test sets are created.</li> <li>Professional learning community team members analyze student work for evidence of descriptive feedback.</li> <li>Principals, Teaching and Learning coordinators, and cadre members will conduct at least one learning walk by mid-January to observe:               <ul style="list-style-type: none"> <li>Lesson plans utilizing text sets and resources</li> <li>Classroom resources that support the use of information text (anchor charts, text sets, bins of books, data sets, and posters).</li> </ul> </li> <li>Principals and cadre members will conduct a lesson study by the end of February in one classroom.</li> </ul>			
<b><u>Additional Support</u></b> <ul style="list-style-type: none"> <li>Webinars</li> <li>Archived Teaching and Learning Info Bursts</li> <li>Additional exemplar lesson plans</li> <li>Mentoring from cadre members</li> <li>Collaborative support in professional learning communities</li> <li>Professional learning classes and workshops</li> </ul>			
<b><u>Evaluation of Professional Learning</u></b> <ul style="list-style-type: none"> <li>Levels 1 and 2: Evaluations of professional learning sessions</li> <li>Level 3: Principal and cadre member interviews by Teaching and Learning coordinators</li> <li>Level 4: Learning walks and lesson studies</li> <li>Level 5: MAP scores—growth reports and pass/fail rate of course completion</li> </ul>			



## 1

## Improve literacy and numeracy through the implementation of Common Core State Standards.

Module 3: February 2014-May 2015	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<b><u>Curriculum</u></b> <ul style="list-style-type: none"> <li>Using multiple sources of information (text pairs and analyzing and interpreting information)</li> <li>Constructing viable written arguments and critiquing the reasoning of others (analysis)</li> </ul>	<ul style="list-style-type: none"> <li>I identify high quality text for pairing for resources.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are using text sets during instruction.</li> <li>Visual tools are utilized in the classrooms providing support for rigorous dialogue</li> </ul>
	<b><u>Instruction</u></b> <ul style="list-style-type: none"> <li>Strategies to guide students in critiquing, generating opinions, and defending arguments and explanations using relevant information from a variety of sources (student work, video, and informational text)</li> </ul>	<ul style="list-style-type: none"> <li>I teach explicit strategies for analyzing and interpreting informational text.</li> <li>I know and teach the elements of written arguments and critiquing the reasoning of others.</li> </ul>	<ul style="list-style-type: none"> <li>Students are engaged in collaborative discussion (e.g., Socratic Seminar).</li> </ul>
	<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>Self and peer assessment (rubric)</li> <li>Observations</li> </ul>	<ul style="list-style-type: none"> <li>I use data from assessments to guide my instruction.</li> <li>I align assessments with the CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>A balance of writing types are practiced (one-third informational writing, one-third argumentative writing, and one-third narrative writing).</li> <li>Observational tools and rubrics are used routinely.</li> </ul>
<b><u>Leadership Accountability for Fidelity</u></b> <ul style="list-style-type: none"> <li>Through professional learning communities, principals and cadre members ensure that effective informational resource test sets are created.</li> <li>Professional learning community team members analyze student work for evidence of descriptive feedback.</li> <li>Principals, Teaching and Learning coordinators, and cadre members will conduct at least one learning walk by mid-May to observe:               <ul style="list-style-type: none"> <li>Lesson plans utilizing text sets and resources</li> <li>Classroom resources that support the use of information text (anchor charts, text sets, bins of books, data sets, and posters).</li> </ul> </li> <li>Principals and cadre members will examine student work in collegial teams and provide feedback to improve student learning.</li> </ul>			

## 1

## Improve literacy and numeracy through the implementation of Common Core State Standards.

### **Additional Support**

- Webinars
- Archived Teaching and Learning Information Bursts
- Additional exemplar lesson plans
- Mentoring from cadre members
- Collaborative support in professional learning communities
- Professional learning classes and workshops

### **Evaluation of Professional Learning**

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Principal and cadre member interviews by Teaching and Learning coordinators
- Level 4: Learning walks
- Level 5: MAP scores—growth reports and pass/fail rate of course completion and student work samples



## 1

## Improve literacy and numeracy through the implementation of Common Core State Standards.

2014-15	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<b><u>Curriculum</u></b> <ul style="list-style-type: none"> <li>Academic vocabulary</li> <li>Constructed responses</li> <li>Informational writing</li> </ul>	<ul style="list-style-type: none"> <li>I teach and require the use of information text design (typographical features and navigational devices).</li> <li>I use mentor text to teach writing.</li> </ul>	<ul style="list-style-type: none"> <li>There are visual tools in the classrooms that provide support for academic development of vocabulary (e.g., word walls).</li> </ul>
	<b><u>Instruction</u></b> <ul style="list-style-type: none"> <li>High-yield strategies for vocabulary instruction</li> <li>Mentor text</li> <li>Construct minitext</li> <li>Design information text.</li> <li>Note taking</li> <li>Summarizing tools</li> </ul>	<ul style="list-style-type: none"> <li>I teach explicit strategies for acquiring academic vocabulary.</li> <li>I include opportunities for constructing many short texts in lessons (responses, summaries, and explanations).</li> <li>I teach strategies for structured note taking and set expectations for note use.</li> <li>I use frameworks for creating summaries (e.g., rule-based summaries).</li> </ul>	<ul style="list-style-type: none"> <li>There are visual supports for writing. Student work is displayed. Student exemplars are used during instruction.</li> <li>Mentor text is utilized during instruction (referenced in lesson plans and a variety of text displayed).</li> <li>Short text is utilized during instruction (referenced in lesson plans, a variety of text displayed, and student work displayed).</li> <li>The Cornell Note-Taking System is utilized in classroom instruction at identified grade levels (visual tools and journals). There are visual supports for summary writing (student work displayed, student exemplars used during instruction, learning logs used, and journals used).</li> </ul>
	<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>Performance assessment</li> </ul>	<ul style="list-style-type: none"> <li>I can write and use constructive responses as part of my plan for creating performance assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Performance assessments with constructive responses (at identified grade levels) are given.</li> </ul>

## 1

## Improve literacy and numeracy through the implementation of Common Core State Standards.

### **Leadership Accountability for Fidelity**

- Through professional learning communities, principals and cadre members ensure that effective informational resource test sets are created.
- Professional learning community team members analyze student work for evidence of descriptive feedback.
- Principals, Teaching and Learning coordinators, and cadre members will conduct at least one learning walk by mid-January to observe:
  - Lesson plans utilizing text sets and resources
  - Classroom resources that support the use of information text (anchor charts, text sets, bins of books, data sets, and posters).
- Principals and cadre members will examine student work in collegial teams and provide feedback to improve student learning.

### **Additional Support**

- Webinars
- Archived Teaching and Learning Information Bursts
- Additional exemplar lesson plans
- Mentoring from cadre members
- Collaborative support in professional learning communities
- Professional learning classes and workshops

### **Evaluation of Professional Learning**

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Principal and cadre member interviews by Teaching and Learning coordinators
- Level 4: Learning walks and lesson studies
- Level 5: MAP scores—growth reports, pass/fail rate of course completion, and student work samples



## 1

## Improve literacy and numeracy through the implementation of Common Core State Standards.

2015-16	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<b><u>Curriculum</u></b> <ul style="list-style-type: none"> <li>Refining lesson and unit plans to ensure all CCSS shifts are evident</li> </ul>	<ul style="list-style-type: none"> <li>I develop and teach lessons that align with the CCSS shifts.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans identify CCSS shifts utilized during instruction.</li> </ul>
	<b><u>Instruction</u></b> <ul style="list-style-type: none"> <li>Refine CCSS shifts instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>I use instructional practices to ensure relevance and rigor in all lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Visual supports are used in the classroom to reinforce relevant and rigorous learning.</li> <li>Teachers are learning coaches/facilitators in the classroom. There is limited whole-group instruction.</li> </ul>
	<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>Performance assessment</li> </ul>	<ul style="list-style-type: none"> <li>I evaluate student performance within the context of the assessment to guide instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Assessments are designed to meet learner needs and are an integral part of the instructional cycle.</li> </ul>
<b><u>Leadership Accountability for Fidelity</u></b> <ul style="list-style-type: none"> <li>Professional learning communities regularly discuss and evaluate lesson plans.</li> <li>Professional learning community team members analyze student work for evidence of deep thinking.</li> <li>Principals, Teaching and Learning coordinators and cadre members will conduct at least three learning walks throughout the school year to ensure CCSS shifts are part of lessons in every classroom.</li> <li>Principals identify lab classrooms and organize peer observations.</li> <li>Principals and cadre members will examine student work in collegial teams and provide feedback to improve student learning.</li> </ul>			
<b><u>Additional Support</u></b> <ul style="list-style-type: none"> <li>Webinars</li> <li>Archived Teaching and Learning Information Bursts</li> <li>Additional exemplar lesson plans</li> <li>Mentoring from cadre members</li> <li>Collaborative support in professional learning communities</li> <li>Professional learning classes and workshops</li> </ul>			
<b><u>Evaluation of Professional Learning</u></b> <ul style="list-style-type: none"> <li>Levels 1 and 2: Evaluations of professional learning sessions</li> <li>Level 3: Principal and cadre member interviews by Teaching and Learning coordinators</li> <li>Level 4: Learning walks, lesson design, and peer observations</li> <li>Level 5: MAP scores—growth reports and pass/fail rate of course completion, and student work samples</li> </ul>			

2013-2014 INSTRUCTIONAL COACHES		
High School	Instructional Coach/Staff	
Bradford	Patty Bytnar	
Harborside	David Underwood	
Hillcrest	Andy Nason	
ITHS	Andrea Baumgart	
Lake View	Pablo Ortiz	
Reuther/Harborside	Jack Musha	
Tremper	Blake Topel	
Kenosha eSchool	NA	
Middle School	Instructional Coach/Staff	
Bullen	Michelle Santelli	
Lance	Kristal Brandt	
Lincoln	Stacy Cortez	
Mahone	Jennifer Sievert	
Washington	Keri Heusdens	
Elementary	Instructional Coach/Staff	
Bose	Peggy Walasek	
Brass	Debbie Short	Mary Limbach
Brompton	NA	
Chavez	Sam McGovern	Katie O'Neill
Dimensions	Theresa Serpe	
EBSOLA-CA	Pat Beal	Lynn Steren
EBSOLA- DL	Maria Godina	Amy Miceli
Forest Park	Heidi Prior	
Frank	Louann Daniels	
Grant	Julie Sulamoyo	
Grewenow	Kristen Sowinski	
Harvey	Elizabeth Haebig	
Jefferson	Patty Fitzgerald	
Jeffery	Tia Bishop	
KTEC	Gina Hotchkiss	
McKinley El	Sarah Yee	
Nash	Margo Zoener	Bonnie Gedig Michelle Burns
Pleasant Prairie	Ellen Wilson	
Prairie Lane	Amber Langerman	
Roosevelt	Sarah Agulair	
Somers	Denise Gifford	
Southport	Sarah Pederson	
Stocker	Ruth Walls	
Strange	Diane Sockness	
Vernon	Kari Nelson	
Whitter	Jane Larsen	
Wilson	Carol Graf	

## 2013-14 INSTRUCTIONAL LEADERS

School	Position	Name	Content
Bradford	Instructional Coach	Patti Bytnar	Instructional Coach
Bradford	Instructional Leader	Elias Santiago	English
Bradford	Instructional Leader	Jean Lee	Science
Bradford	Instructional Leader	Megan Winget	Social Studies
Bradford	Instructional Leader	Susan Akina	Science
Bradford	Instructional Leader	Thomas Wood	Special Education
Hillcrest	Instructional Coach	Andy Nason	Instructional Coach
Indian Trail	Instructional Coach	Andrea Baumgart	Instructional Coach
Indian Trail	Instructional Leader	Allison Walton	English
Indian Trail	Instructional Leader	Art Preuss	Guidance
Indian Trail	Instructional Leader	Che Kearby	Social Studies
Indian Trail	Instructional Leader	Christine King	World Language
Indian Trail	Instructional Leader	Heidi Newberry	Dean of Students
Indian Trail	Instructional Leader	Janet Carpino	Math
Indian Trail	Instructional Leader	Julie Abt	English
Indian Trail	Instructional Leader	Julie Weavel	ELL
Indian Trail	Instructional Leader	Lisa Droessler	World Language
Indian Trail	Instructional Leader	Mary Hansen	Special Education- PST
Indian Trail	Instructional Leader	Page Kessler	Technology- ITT
Indian Trail	Instructional Leader	Pattilynn Barrett	Special Education
Indian Trail	Instructional Leader	Paul Fix	Science
Indian Trail	Instructional Leader	Paul Kresse	Phy.Ed/Health
Lakeview	Instructional Coach	Pablo Ortiz	Instructional Coach
Lakeview	Instructional Leader	Jason Creel	English
Reuther	Instructional Coach	Jack Musha	Instructional Coach
Tremper	Instructional Coach	Blake Topel	Instructional Coach
Tremper	Instructional Leader	Chritina Bradley	Science
Tremper	Instructional Leader	Daniel Shimon	English
Tremper	Instructional Leader	David Weiser	Special Education
Tremper	Instructional Leader	Deb Hansen	Math
Tremper	Instructional Leader	Karen Redalen	F/CS
Tremper	Instructional Leader	Kelly Marschel	Special Education
Tremper	Instructional Leader	Laura Zajicek-Bagenski	Social Studies
Tremper	Instructional Leader	Paul Mommaerts	English
Tremper	Instructional Leader	Sean McKim	Social Studies
Tremper	Instructional Leader	Sue Pacetti	Business
Tremper	Instructional Leader	Tammy Vallone-Seaberg	Special Education- PST
Tremper	Instructional Leader	Valerie Taylor	Science

**2013-14 COMMON CORE CADRE MEMBERS BY SCHOOL  
(AS REPORTED BY PRINCIPALS)**

<b>School</b>	<b>Last name</b>	<b>First name</b>
4K	O'Neill	Kathleen
Bose	Gombar	Monica
Bose	Kaskin	Kim
Bose	Walasek	Margaret
Bradford	Bytnar	Patricia
Bradford	Lee	Jean
Bradford	Santiago	Elias
Bradford	Steger	Scott
Bradford	Winget	Megan
Bradford	Wirch	Jeff
Bradford	Wood	Tom
Brass	Eckholm	Carol
Brass	Gramza-Faulds	Mary
Brass	Short	Debbie
Brompton	Begotka	Patricia
Brompton	Pfefferle	Kathleen
Bullen	Dzioba	Mark
Bullen	Hand	Amy
Bullen	Santelli	Michelle
Bullen	Wagner	Betsy
Bullen	Wolke	Marcellene
Bullen	Worcester	Jessica
Curtis Strange	Goyke	Laura
Curtis Strange	Smith	Sarah
Curtis Strange	Sockness	Diane
Dimensions of Learning	Cholak	Julie
Dimensions of Learning	Franz	Sarah
Dimensions of Learning	Schiller	Joan
Dimensions of Learning	Serpe	Theresa
EBSOLA	Horton	Gale
EBSOLA-CA	Andrysiak	Katherine
EBSOLA-CA	Baker-Miller	Kelly
EBSOLA-CA	Beal	Patricia
EBSOLA-CA	Bishop	Raymond
EBSOLA-CA	Blachowicz	LeAnn
EBSOLA-CA	Chatman	Frances
EBSOLA-CA	Cowen	Lori
EBSOLA-CA	Erwin	Karla
EBSOLA-CA	Hall	Brittany
EBSOLA-CA	Montee	Babette
EBSOLA-CA	Steren	Lynne
EBSOLA-DL	Godina	Maria
EBSOLA-DL	Leyva	Arlette
EBSOLA-DL	Sanchez	Maricela
ESC	Black	Pam
Forest Park	Kellner	Tina



# APPENDIX B

Forest Park	Olshefski	Renee
Forest Park	Prior	Heidi
Forest Park	Ventura-Knox	Susanne
Grant	Conran	Rachel
Grant	Schultz	Heather
Grant	Sulamoyo	Julie
Grewenow	Iwen	Linda
Grewenow	Sowinski	Kristen
Harvey	Cooks	Aimee
Harvey	Haebig	Elizabeth
Harvey	Sheehan	Sue
Hillcrest	Robinson	William
Hillcrest	Roeske	Carin
Indian Trail	Abt	Julia
Indian Trail	Baumgart	Andrea
Indian Trail	Kearby	Che
Indian Trail	Kessler	Page
Indian Trail	Metzler	Tracy
Indian Trail	Newberry	Heidi
Indian Trail	Walton	Allison
Indian Trail	Weavel	Julie
Jefferson	Fitzgerald	Patricia
Jefferson	Labatore	Lisa
Jefferson	Layden	Jacalyn
Jeffery	Bishop	Tia
Jeffery	Jambrek	Karen
Jeffery	Marko	Heather
Jeffery	Warren	Rebecca
LakeView	Creel	Jason
LakeView	Ortiz	Pablo
Lance	Brandt	Kristal
Lance	Brown	Kris
Lance	Flox	Sheila
Lance	Ford	Gina
Lance	Gosse	Dawn
Lance	Keckler	Tracey
Lance	Landwehr	Luke
Lance	Oldani	Christina
Lance	Owens	Paula
Lance	Valeri	Andrea
Lincoln	Biegler	Michelle
Lincoln	Blise	Damon
Lincoln	Cortez	Stacy
Lincoln	Coshun	Richard
Lincoln	Keckler	Stacey
Lincoln	Rasmussen	Lorena
Lincoln	Sapieka	Helen
Lincoln	Vela	Brenda
Mahone	Aiello	Diane

# APPENDIX B

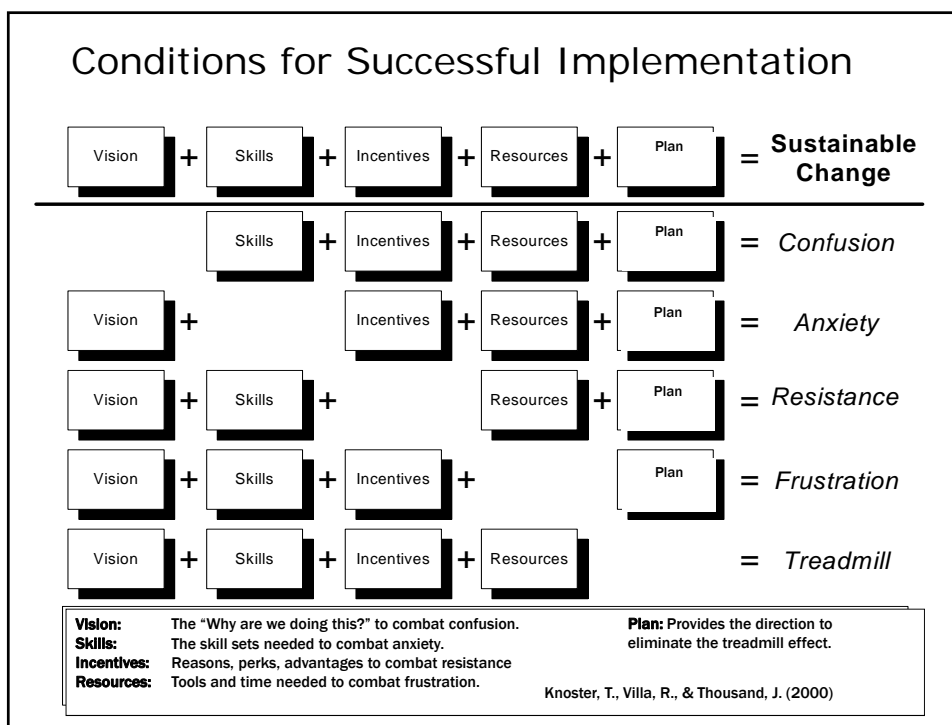
Mahone	Cetera	Jim
Mahone	Dombkowski	Pamela
Mahone	Molinaro	Julie
Mahone	Mueller	Regena
Mahone	Peltier	Shelly
Mahone	Roiniotis	Brenda
Mahone	Seivert	Jennifer
Mahone	Smith	Gretchen
Mahone	Verborg	Shawn
Mahone	Ware	Tanya
Mahone	Wilhelmson	Tamara
McKinley	Maedke	Amanda
McKinley	Richards	Katie
McKinley	Talley	Cheryl
Nash	Burns	Michelle
Nash	Gedig	Bonnie
Nash	Marciniak	Timothy
Nash	Masterson	James
Nash	Schmitt	Kimberly
Nash	Zoerner	Margo
Pleasant Prairie	Glenn	Elizabeth
Pleasant Prairie	Guelich	Jacquelyn
Pleasant Prairie	Hauke	Theresa
Pleasant Prairie	Wilson	Ellen
Prairie Lane	Aguilar	Sarah
Prairie Lane	Konchan	Julie
Prairie Lane	Kresse	Julie
Prairie Lane	Langerman	Amber
Reuther	Demuysere	Kristyn
Reuther	Fredericks	Deborah
Reuther	Limbach	Mary
Reuther	Musha	Jack
Reuther	Otto	Kathleen
Reuther	Thomas	Nichole
Roosevelt	Aldridge	Dorinda
Roosevelt	Sampsel	Sara
Roosevelt	Schmitt	Nancy
Somers	Dietrich	Laura
Somers	Gifford	Denise
Somers	Savaglio	Nora
Southport	Pederson	Sarah
Southport	Pillizzi	Amy
Southport	Simpson	Jeanette
Southport	Yee	Sarah
Stocker	Fisher	Meg
Stocker	Olson	Nancy
Stocker	Unger	Margaret
Stocker	Walls	Ruth
Tremper	Marschel	Kelly

**APPENDIX B**

Tremper	McKim	Sean
Tremper	Mommaerts	Paul
Tremper	Shimon	Daniel
Tremper	Taylor	Valerie
Tremper	Topel	Blake
Vernon	Freiberg	Kathy
Vernon	Haraty	Lynette
Vernon	Meltzer	Amy
Vernon	Nelson	Kari
Washington	Bosco	Anna
Washington	Habel	Rosemarie
Washington	Heusdens	Keri
Washington	Higgins	Shannon
Washington	Ruha	Heather
Washington	Witt	Mary
Whittier	Clements	Rebecca
Whittier	Gehrke	Kelly
Whittier	Hutchins	Judy
Whittier	Larsen	Jane
Whittier	Vasarella	Christine

## Content Coordinator Assignments for Cadre Site-Based Work and Observations

	<b><i>English</i></b> <i>Susan Mirsky</i>	<b><i>Math</i></b> <i>Jennifer Lawler</i>	<b><i>Science</i></b> <i>Christine Pratt</i>	<b><i>Social Studies</i></b> <i>Mark Hinterberg</i>	<b><i>Talent Development</i></b> <i>David Tuttle</i>	<b><i>Student Engagement</i></b> <i>Paris Echoles</i>	<b><i>Professional Learning</i></b> <i>Jennifer Navarro &amp; Debra Giorno</i>
High Schools	Tremper	Reuther	Indian Trail	Bradford	Lakeview	Bradford	Bradford (Jen)
Middle Schools	Lincoln	Washington	Lance	Bullen	Mahone	Washington	ALL MS (Deb)
Elementary Schools	Brass DOL McKinley Somers C. Strange	Forest Park Jeffery Southport Stocker	Grewenow Prairie Lane EBSOLA-CA EBSOLA-DL Whittier	Bose Jefferson Vernon Harvey	Grant Nash Pleasant Prairie Roosevelt	Grant McKinley Whittier	EBSOLA – CA (Jen) McKinley (Jen) C. Strange (Jen)



## Kenosha-3 year plan

### 2013-2014

- Teachers will learn more about their students through a culture of collaboration with colleagues and students.
- Teachers will view their instruction through the shifts of the Common Core State Standards.
- Teachers will create living learning targets. Assessment by teachers and students will be based on these targets.

### 2014-2015

- Teachers will implement recommended strategies for academic vocabulary acquisition.
- Teachers will integrate explicit informational text strategies into lesson planning.
- Teachers will routinely and systematically use data to drive instruction.
- Teachers will collaboratively design unit and lesson plans aligned with the Common Core State Standards.

### 2015-2016

- Teachers will collaborate on a variety of learning opportunities to support Common Core-based classroom instructional transitions, including supports for special populations.
- *Teachers will participate in district-wide learning opportunities to collaborate on Common Core aligned implementation strategies.*
- *Teachers will utilize Smarter Balanced Assessment data to align curriculum, instruction and assessment.*

## Today's Outcomes

- Understand the urgency of implementing the common core standards
- Define College & Career Ready
- Understand the structure of the common core standards and the resources contained in the appendices
- Recognize the common process skills that apply to all standards (math, science, English language arts, and the literacy standards history/social studies, science and the technical subjects)
- Explore the Critical Instructional Shifts
- Explore the Standards for Mathematical Practice
- Identify Power Practices (critical instructional practices) that address implementing CCSS.

## Module 1: What does it mean to be College & Career ready?

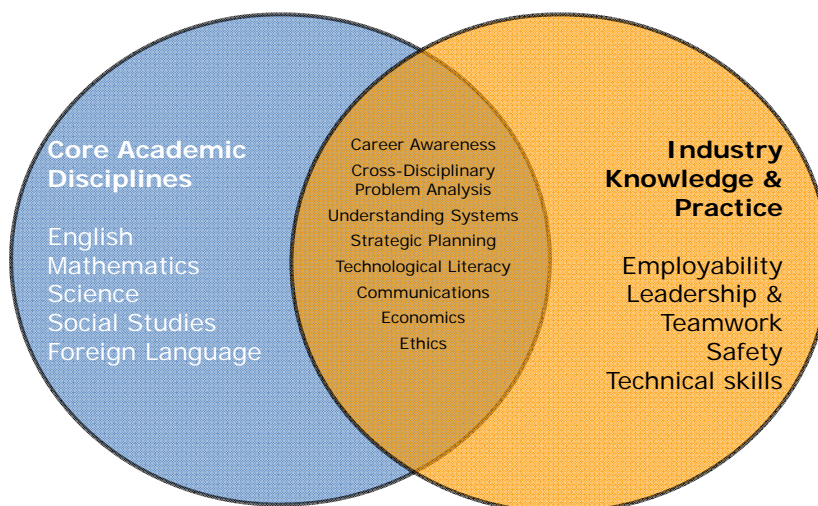
- Define College & Career Ready in the 21<sup>st</sup> Century



## College & Career Readiness

College Ready

Career Ready



## Learning Log

What does it mean to be "college and career ready"?

Describe  
College &  
Career ready  
students

## We have a Global Achievement Gap

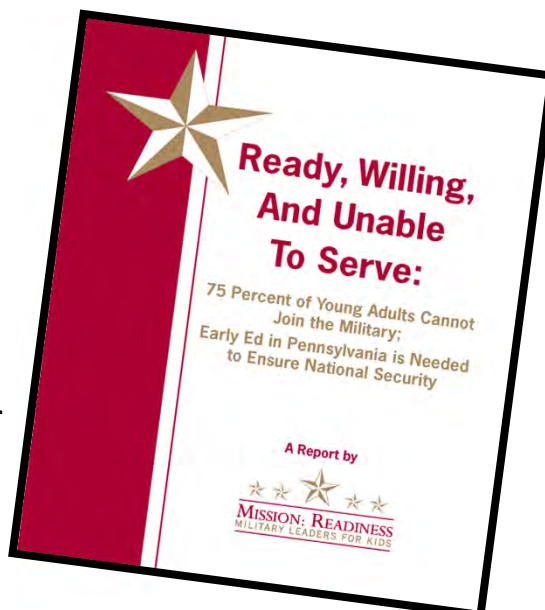
"Right now, three-quarters of the fastest-growing occupations require more than a **high school diploma**. And yet, just over half of our citizens have only that level of education. We have one of the highest high school dropout rates of any industrialized nation."

President Obama, Feb 24, 2009 Address to Joint Session of Congress



## A Threat to National Security

- 75% Ineligible for Military because they cannot pass the test
- Margaret Spellings, former Secretary of Education



## Career Readiness doesn't affect Kenosha, right? Local Economic Realities

- 75% of the jobs in Southeastern Wisconsin require some college.
- 25% of jobs require a 4 year bachelor degree.
- 80% of manufactures anticipate a shortage of workers as stated in 2011 survey.
- Employers are looking for skills that are better aligned with industries' needs.

HOW WILL YOU HELP BUILD  
INTEREST AND PROFICIENCY?

Kenosha News, November 2012

## College and Career Readiness Currently At-Risk

- Each year, approximately 1.2 million students fail to graduate from high school, more than half of whom are from minority groups.
- 41% more likely to drop out.
- In 2012, Kenosha had 27% of students require 2 remedial classes and 31% of students take 1 remedial class.

Community College	Four-Year Institution
42%	20%

*Alliance for Excellent Education, February 2009 edition.*

## ***Text-Dependent Questions***



Getting familiar with the Common Core  
Standards (Structure & Appendices)

- [www.corestandards.org](http://www.corestandards.org)
- [www.corepedia.org](http://www.corepedia.org)
- [www.achievethecore.org](http://www.achievethecore.org)
- [www.engageny.org](http://www.engageny.org)
- [www.coreknowledge.org](http://www.coreknowledge.org)
- [www.smarterbalanced.org](http://www.smarterbalanced.org)

*The ultimate goal of the  
common core standards is to  
incorporate instructional  
strategies that truly build  
critical thinkers.*

## Reading Anchor Standards for ELA and Content Areas

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<sup>1</sup>
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

## Standards for Mathematical Practice




1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

<http://katm.org/wp/common-core/>

## Common Process Skills Apply to all Content Areas

- ELA Anchor Standards, Disciplinary Literacy, & Content Standards (Science, S.S. Technical Subjects) all inter-related in Producing College and Career Ready Students (Handout)
- Like a tug of war competition – we are all pulling the rope in the same direction

## Literacy Instructional Shifts

-  1 Increase Reading of Informational Text
- 2 Literacy Instruction in Content Areas
-  3 Text-based Answers
- 4 Grade Level Text Complexity
-  5 Writing: Evidence-based & from Sources
- 6 Academic Vocabulary

## Emphasis on citing textual evidence

### Reading Anchor Standard 1

- **Read closely** to determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence** when writing or speaking to support conclusions drawn from the text.

### Writing Anchor Standard 9

- **Draw evidence** from literary or informational texts to support analysis, reflection, and research.

## Math Instructional Shifts

---

Shift 1: Focus

---

Shift 2: Coherence

---

Shift 3: Rigor

---

---

---

<http://usny.nysed.gov/rttt/resources/bringing-the-common-core-to-life.html>

## “Power” Practices

### 1. Collaborative Reasoning

- Critical Questioning
- Effective Discussion
- Productive Struggle

### 2. Build Knowledge Through Text

- Evidence-based answers
- Evidence-based writing

## How to Get Them Talking????

- Talking Chain
- Talking Chips
- Idea Wave
- Think — Pair — Share
- Numbered Heads Together
- Co-operative Discussion Groups
- Passport — Paraphrase
- Trains Passing in the Night

## Numbered Heads Together



### Assign Groups:

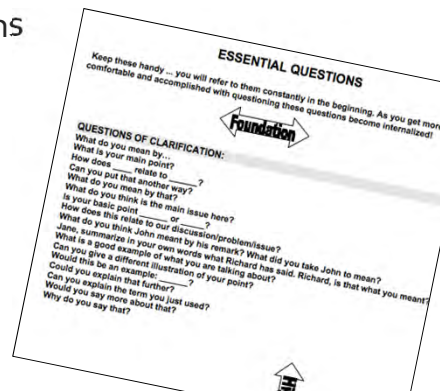
- 4 students to one group
- Each group is numbered off 1–4
- Pairs = # 1 & 2, # 3 & 4
- Group = # 1 thru 4
- Stay together for 1 month

### Process:

- Question asked
- Group discussion
- Number 4's stand up and speak for groups.
- The remaining group members may coach speaker when it is his/her turn to talk.

## Keep Discussion Going Through Questioning

- Questions that ...
  - ask for clarification
  - probe assumptions
  - probe reason and evidence
  - probe implications and consequences
- Linking or extension questions
- Hypothetical Questions
- Cause-and-Effect Questions
- Summary and Synthesis Questions
- Open Questions



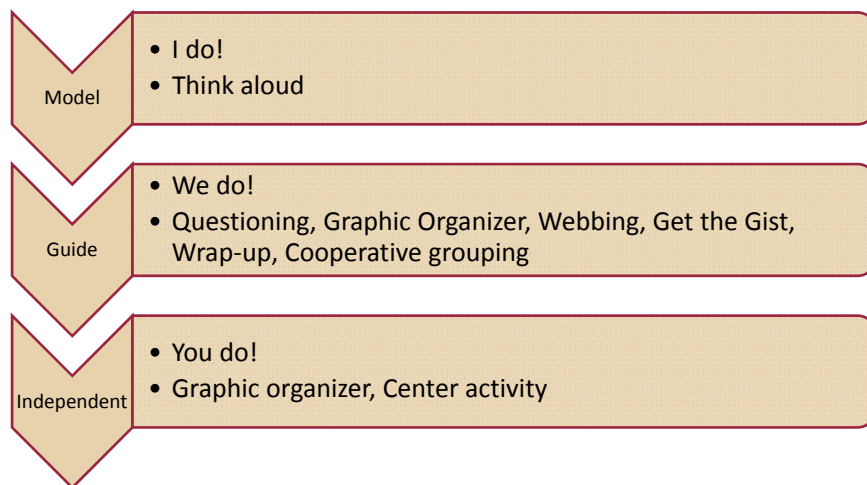


## After Discussion

- Journals of reflection
- Thinking charts
- Summary statements

Thinking After Discussion		
Topic or Question: _____		
My opinions before the discussion	What I learned from the discussion	Changes in my opinions or new thoughts

## Instructional Scaffolding



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***Reflection Activity:  
Current Instructional Practices***

What are the **key** instructional strategies you think  
Need to be used in The Common Core Classroom?

What do you currently see?	What should you see?

**Elements of Effective Discussion**

- Building the classroom culture for collaborative reasoning
- <http://www.litcircles.org/Discussion/teaching.html#elements>

## Effective Discussion Prompts

- **Features of**
- **Effective Discussion**
  - – Careful listening to others
  - – Building on each others
  - ideas
  - – Paraphrasing and seeking
  - clarification
  - – Respectful disagreement
  - – Being specific and accurate
  - – Resisting saying “anything
  - that comes to mind”
  - – Working to link clear
  - statements, claims and
  - evidence
  - – Participating in the
  - discussion
- **Effective Discussion**
- **Wall Chart**
  - – I!wonder!why...!
  - – I!have!a!question!about...!
  - – I!agree!with...!
  - – I!disagree!with...!
  - – That!reminds!me!of...!
  - – I!don’t!understand...!
  - – I!predict...!
  - – I!figured!out...!
  - – I liked/disliked...

## **ACCOUNTABLE TALK = LEARNING!**

\*Talking with others about ideas and work is fundamental to learning.  
But not all talk sustains learning.

For classroom talk to promote learning it must be  
**ACCOUNTABLE:**

1. To the learning community
2. To accurate and appropriate knowledge
3. To rigorous thinking

### Accountability to the Learning Community:

- Careful listening to each other
- Using and building on each other's ideas
- Paraphrasing and seeking clarification
- Respectful disagreement
- Using Sentence stems
- All students participating
- Allowing others to speak without interruption

### Accountability to Knowledge:

- Being as specific and accurate as possible
- Resisting the urge to say just "anything that comes to mind"
- Getting the facts straight by referencing text
- Challenging questions that demand evidence for claims by requesting factual information, elaboration or rephrasing

## Accountability to Rigorous Thinking:

- Building arguments
- Linking claims and evidence in logical ways by connecting ideas within and between texts
- Working to make statements clear
- Checking the quality of each other's evidence and reasoning

## Educators must learn to “Ask another question”

Your “**best friends**” when questioning:  
“Why” & “Show me the evidence”

Expert questioning consists of these major  
elements:

- \*Questioning/Text-dependent
- \*Preparation of content
- \*Classroom Environment
- \*Expectations
- \*Student Accountability

## Introducing Discussion to Your Students

- Establish ground rules for conducting discussions

---T-Chart, Brainstorm, Create an Anchor Chart

- Clarify expectations and purposes
- Participants need to be fully informed about the topic

---Provide customized informative articles

---Related web-sites, maps, charts and other materials

- Teach essential vocabulary
- Use graphic organizers

## Question Stems for Higher Order Thinking

- **QUESTIONS FOR CLARIFICATION**

- What do you mean by...
- What is your main point?
- How does \_\_\_\_\_ relate to \_\_\_\_\_?
- Can you put that another way?
- What do you mean by that?
- What do you think is the main issue here?
- Is your basic point \_\_\_\_\_ or \_\_\_\_\_?
- What is a good example of what you are talking about?
- Could you please repeat that for me?
- What's your evidence?
- I'm not sure I understood when you said \_\_\_\_\_. Could you say more?
- Could you explain that further?

## Questions that probe reason and evidence:

- \*What would be an example from the text?
- \*What evidence led you to believe this?
- \*By what reasoning did you come to that conclusion?
- \*What does the author say to support your argument?
- \*Where did you find that view expressed in the text?
- \*Could you explain your reasons to us?

## Basic Accountable Language Stems


- I wonder why...?
- That reminds me of \_\_\_\_.
- I don't understand \_\_\_\_.
- I predict \_\_\_\_.
- I agree with \_\_\_\_, because \_\_\_\_.
- I like what \_\_\_\_ said because \_\_\_\_.
- I disagree with \_\_\_\_ because \_\_\_\_.
- Could you repeat that for me please?
- What's your evidence?
- I think \_\_\_\_.
- I believe \_\_\_\_.
- I don't understand \_\_\_\_.
- I'm confused about \_\_\_\_.
- This makes me think \_\_\_\_.
- I want to know more about \_\_\_\_.
- Now I'm wondering \_\_\_\_.
- Can you tell me more about \_\_\_\_?


## Accountable Talk Anchor Chart


- I agree with \_\_\_\_ because...
- I sort of disagree with \_\_\_\_ because...
- Why do you think that?
- Where can I find that in the book?
- So, what you're saying is...
- Couldn't it also be that...?
- Can you explain what you mean?


## Primary Accountable Talk Anchor Chart

**Remember...**

 Can you tell me more?  
Can you give me another example so I can understand?

 This reminds me of \_\_\_\_ because \_\_\_\_.  
I believe this is true because \_\_\_\_.

 I'm not sure that's right. Can you tell me why you think it is true?

 Can you show me how you got that answer?

**Sounds like...**

• What do you think?  
⊗ The picture

• What do you think?  
⊗ I already

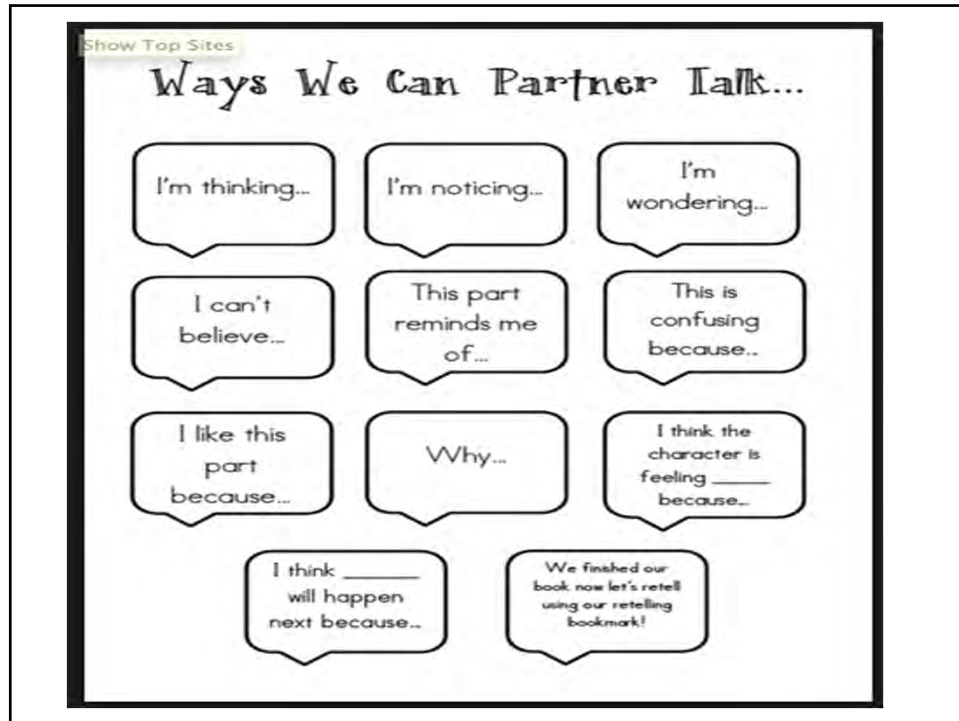
**DUR**

• Who is...  
⊗ The man

• What is...  
⊗ The scene

• What is...  
⊗ The man





## What does Accountable Talk Look Like in the Classroom?

Lucy Calkins Reading & Writing Project













<http://vimeo.com/55965888>



## How do we assess Accountable Talk?

- \*Journals of reflection
- \*Thinking Charts
- \*Summary Statements
- \*Graphic Organizers
- \*Rubrics

SAMPLE ASSESSMENT RUBRIC FOR ACCOUNTABLE TALK

Accountable Talk Rubric		AOB Resource 4E		
<b>Accountable to the Learning Community</b>  Choose one descriptor from this category.	<b>Listen</b>  Pay attention to the statements of others, maintains eye contact, uses appropriate tone & volume.	<b>Summarize</b>  Restates the ideas of a previous speaker in new language.	<b>Build</b>  Adds to the statement of a previous speaker.	<b>Mark</b>  Directs attention to the importance of another's statement.
	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)
	<b>Verify</b>  Check your understanding of previous statements & knowledge.	<b>Unpack *</b>  Explain how you arrived at your answer.	<b>Support *</b>  Give examples & evidence to support your answer.	<b>Link</b>  Point out the relationships among previous statements & knowledge.
<b>Accountable to the Knowledge</b>  Must demonstrate starred descriptors.	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)
	<b>Defend</b>  Defend your reasoning against a different point of view.	<b>Challenge</b>  Ask a previous speaker to explain & provide evidence for a statement.	<b>Combine</b>  Incorporate knowledge from multiple resources to form your ideas.	<b>Predict</b>  Draw conclusions about what might happen next, or as a result of ideas.
	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)
<b>Accountable to Rigorous Thinking</b>  Choose one descriptor from this category.	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)	4 (consistently) 3 (most of the time) 2 (some of the time) 1 (rarely) 0 (not at all)

## Accountable Talk Maximizes Student Achievement

**"It is not an exaggeration to suggest that classroom talk determines whether or not children learn, and their ultimate feelings of self-worth as students. Talk is how education happens!"**

Gibbons, 2002



***KUSD's Professional Learning Plan - Improve Literacy and Numeracy  
through the Implementation of the Common Core State Standards***

***Condition for Success: The Power of Collaboration***

<b><i>Key Point</i></b>	<b><i>PPT Slides</i></b>	<b><i>Person Responsible</i></b>	<b><i>Resources</i></b>
1. Urgency			
2. What is College and Career Readiness?			
3. Smarter Balanced Assessments			
4. Structure and Content of the Common Core State Standards and Appendices			
5. Common Processing Skills Across All Standards Involve Us All			
6. Shifts			
7. Critical Instructional Practices for Implementing the CCSS (Collaborative Reasoning, Evidence-Based Questioning and Responses)			

## POWERFUL PRACTICES

### NOVELTY!



Structures for Effective Conversations	Suggestions for Text-Based Evidence	Reflection: Metacognition
<ul style="list-style-type: none"> <li>• Talking Chain</li> <li>• Talking Chips</li> <li>• Idea Wave</li> <li>• Think—Pair—Share</li> <li>• Numbered Heads Together</li> <li>• Passport—Paraphrase</li> <li>• Trains Passing in the Night</li> <li>• Co-operative Discussion Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers write text-dependent questions</li> <li>• Students write text-dependent questions</li> <li>• 3—2—1 Bridge</li> <li>• Think—Puzzle—Explore</li> <li>• See—Think—Wonder</li> </ul>	<p>Learning Logs</p> <ul style="list-style-type: none"> <li>• Diaries</li> <li>• Blogs</li> </ul> <p>Reflective Journals</p> <ul style="list-style-type: none"> <li>• Write to a prompt</li> <li>• Concept Map</li> <li>• Diagram</li> </ul>

### Common Core Shifts for English Language Arts/Literacy

1. **Building knowledge through content-rich nonfiction**

Building knowledge through content rich non-fiction plays an essential role in literacy and in the Standards. In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading primarily includes content rich non-fiction in history/social studies, science and the arts; the K-5 Standards strongly recommend that students build coherent general knowledge both within each year and across years. In 6-12, ELA classes place much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6-12, the Standards for literacy in history/social studies, science and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

To be clear, the Standards do require substantial attention to literature throughout K-12, as half of the required work in K-5 and the core of the work of 6-12 ELA teachers.
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational

The Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care. The Standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing.

Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas and details based on text evidence. Students should be able to answer a range of *text-dependent* questions, questions in which the answers require inferences based on careful attention to the text.
3. Regular practice with **complex text** and its **academic language**

Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. The Standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).

### Common Core Shifts for Mathematics

1. **Focus** strongly where the Standards focus  
 Focus: The Standards call for a greater focus in mathematics. Rather than racing to cover topics in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the math classroom. They focus deeply on the major work\* of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.
  
2. **Coherence: think** across grades, and **link** to major topics\* within grades  
 Thinking across grades: The Standards are designed around coherent progressions from grade to grade. Principals and teachers carefully connect the learning across grades so that students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.  
 Linking to major topics: Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems.
  
3. **Rigor:** in major topics\* pursue:
  - **conceptual understanding,**
  - **procedural skill and fluency,** and
  - **application** with equal intensity.
 Conceptual understanding: The Standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures.  
 Procedural skill and fluency: The Standards call for speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that students have access to more complex concepts and procedures  
 Application: The Standards call for students to use math flexibly for applications. Teachers provide opportunities for students to apply math in context. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

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#### Grade High-level Summary of Major Work in Grades K-8

K-2	Addition and subtraction --concepts, skills, and problem solving; and place value
3-5	Multiplication and division of whole numbers and fractions – concepts, skills and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

\*For a list of major, additional and supporting clusters by grade, please refer to 'Focus in Math' at [achievethecore.org/focus](http://achievethecore.org/focus) pp. 4 - 12



## **Common Core Cadre Boot Camp for Module 2**





## Pre-Assessment

Before starting Module 2 discussion, we would like to do a pre-assessment that addresses mindsets on student achievement and effective best practices.



## How to Have an Effect on Student Achievement

Look at the list of “Factors that Influence Student Achievement”.

Circle the word “HIGH” for 3 – 5 of the factors if you feel it has a HIGH effect on student achievement.

Circle the word “LOW” for 3 – 5 of the factors if you feel it has a LOW effect on student achievement.

If you are not confident, feel free to ~~cheat~~ collaborate with your neighbor.



# What Do YOU Think?

### Accountable Talk Exercise:

Have a **recorder** and **2 presenters**  
(one for the HIGH effects, one for the  
LOW effects on student achievement).

On the “T-Chart”, record the top 5 for each from your group.

Which factors have a HIGH effect on student achievement?

Which factors have a LOW effect on student achievement?

Factors that Influence Student Achievement			
Below is a list of 30 factors that have an influence on student achievement in school. Decide whether, on average, they have low, medium, or high impacts on student achievement. Circle your answer. (Hint: there are eleven high, nine medium, and ten low effects.)			
INFLUENCE	IMPACT		
Ability grouping/tracking/streaming	High	Medium	Low
Acceleration (for example, skipping a year)	High	Medium	Low
Comprehension programs	High	Medium	Low
Content learning	High	Medium	Low
Cooperative and multidisciplinary learning	High	Medium	Low
Direct instruction	High	Medium	Low
Feedback	High	Medium	Low
Gender (male compared to female achievement)	High	Medium	Low
Home environment	High	Medium	Low
Individualizing instruction	High	Medium	Low
Influence of peers	High	Medium	Low
Matching teaching with student learning styles	High	Medium	Low
Meta-cognitive strategy programs	High	Medium	Low
Physics instruction	High	Medium	Low
Professional development on student achievement	High	Medium	Low
Providing formative evaluation to teachers	High	Medium	Low
Providing worked examples	High	Medium	Low
Reciprocal teaching	High	Medium	Low
Reducing class size	High	Medium	Low
Return on (holding back a year)	High	Medium	Low
Student control over learning	High	Medium	Low
Student expectations	High	Medium	Low
Teacher credibility in eyes of the students	High	Medium	Low
Teacher expectations	High	Medium	Low
Teacher subject matter knowledge	High	Medium	Low
Teacher-student relationships	High	Medium	Low
Using simulations and gaming	High	Medium	Low
Vocabulary programs	High	Medium	Low
Written language programs	High	Medium	Low
Within-class grouping	High	Medium	Low

Adapted from Kuyper, 2009, *Visible Learning for Teachers: Maximizing Impact on Learning* London: Routledge, 2012, p.101

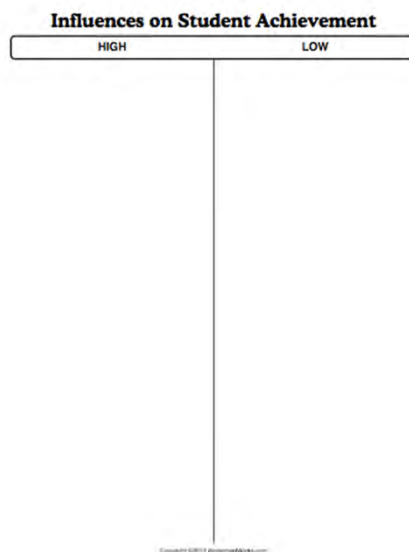


## Accountable Talk Exercise:

On the “T-Chart”, record the top 5 for each from your group.

Which factors have a HIGH effect on student achievement?

Which factors have a LOW effect on student achievement?



## Time to REPORT OUT!

Two scribes are needed to record on the chart paper.

As your group is called, the 2 presenters will be asked to report out which effects have HIGH impact and which have LOW impact on student achievement.

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## Brief Overview of John Hattie's Work and Effect Size

In the documents that you will be reviewing, John Hattie and the Visible Learning Lab have identified factors which affect student achievement.

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## Influences on Student Achievement

- Low
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## Video of John Hattie's Work

John Hattie's

Visible Learning Lab

[http://www.youtube.com/watch?v=3pD1DFTNQf4&feature=player\\_embedded#t=18](http://www.youtube.com/watch?v=3pD1DFTNQf4&feature=player_embedded#t=18)



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Which of the factors that he has listed are outside of the control of the school and the teacher?

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Heretofore most importantly, Hattie was able to identify a "hinge point" (as he calls it) from exhaustively comparing everything: the effect size of .40. Anything above such an effect size has more of an impact than just a typical year of academic intervention and student growth. And an effect size of 1.0 or better is equivalent to advancing the student's achievement level by approximately a full grade.

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## Connections...

### Professional Learning Plan and Module One: Key Concepts

- Text Complexity
- Close Reading
- Text Dependent Questions
- Productive Struggle
- Accountable Talk



## Why These Key Concepts?

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## Influences on Student Achievement

- Comprehension (0.60)  
COMPLEX TEXT  
CLOSE READING
- Reciprocal teaching (0.74)  
CLOSE READING  
COLLABORATIVE STRATEGIES
- Feedback (0.75)  
FORMATIVE ASSESSMENT/PLC
- Providing formative evaluation to teachers (0.90)  
CLASSROOM VISITS/WALK THROUGHS/COACHING
- Student expectations (1.44)  
COMPLEX TEXT  
STANDARDS



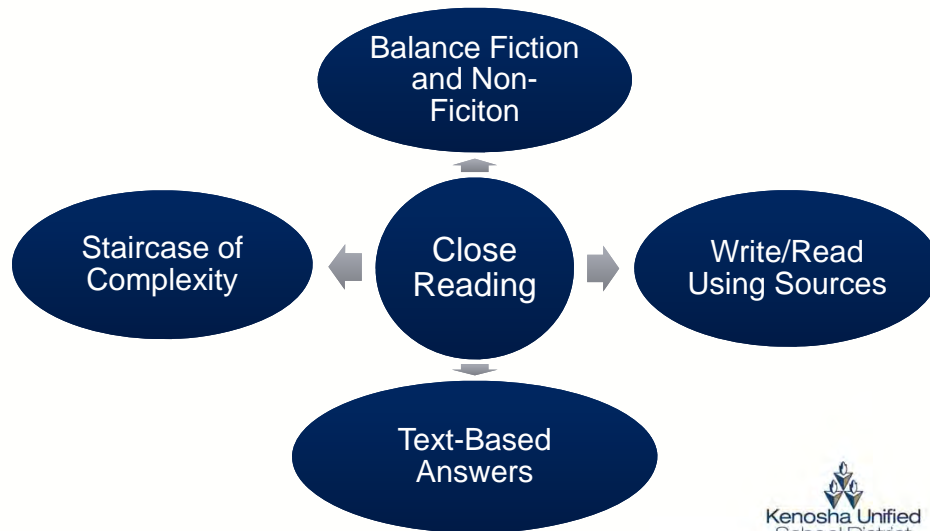
## Module Two Essential Question

How do we use highly effective strategies to empower students to extract meaning from complex texts?





## AT THE CENTER...



## What Do the Students Do with What They Read?

### ANCHOR 1

- Read, write, and talk about the **literal** aspects of the text

### ANCHOR 10

- Read, write, and talk about the **complex** texts they read

## LITERAL to COMPLEX ANCHOR STANDARDS

---

**ANCHOR STANDARD 1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

**ANCHOR STANDARD 10** Read and comprehend complex literary and informational texts independently and proficiently.



## SHIFT RESPONSES

---

### AWAY FROM:

- Overemphasis on personal response
- “The same thing happened to me. . . .”
- “I remember the time . . . .”

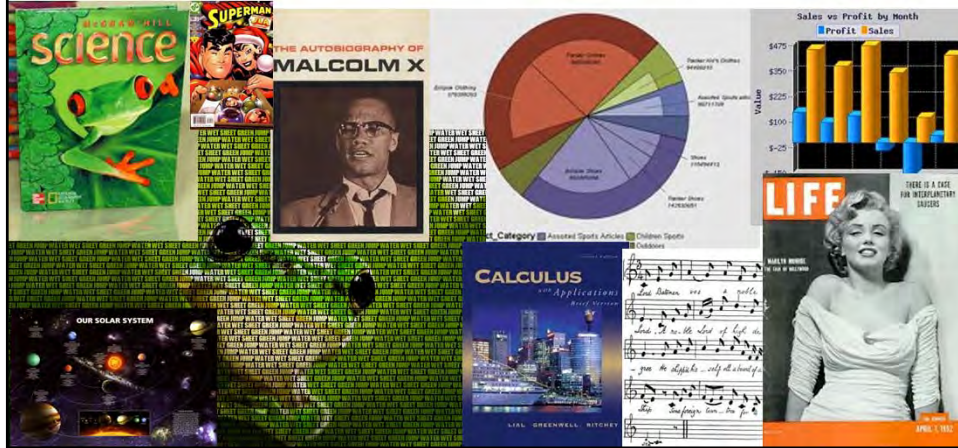
### MOVE TOWARD:

- Repeated images
- Structure decisions
- Connotative language
- Implicit metaphor



# What is “text”?

Any communication – spoken, written, or visual – involving language.



## LITERAL to COMPLEX ANCHOR STANDARDS



## Defining Complex Text

- What makes a text complex?
- Where can I find samples of complex text for my grade level and content area?



## STAIRCASE OF COMPLEXITY

### Grade

K  
1  
2  
3  
4  
5

### EOY

C-D  
H-I  
L-M  
P-Q  
S-T  
U-W



## Accelerating Students' Progress UP the Ladder of Text Difficulty

---

- Calendar Progress
- Scaffold Reading
  - Teacher reads first chapter aloud
  - Same-book partnerships
  - Audio Texts
  - Supportive Book Introductions



## Who Reads the Best?

---

### **Students in classrooms that:**

- Have a variety of books (Pressley, 2003)
- Allow students choice in their reading
- Read during the school day for extended period of time (Krashen, 2004)
- Have an effective teacher—students read 10 times the amount (Allington, Johnston, 2000)



# CLOSE READING



## TODAY'S LEARNING TARGETS

- I will be able to define the term close reading and explain why it is important for students to be able to closely read complex texts.
- I will be able to explain how the Common Core Standards include all of the skills involved in close reading.
- I will be able to use the Common Core Standards to prepare text dependent questions and evaluate questions that already exist in my lessons or textbook series.



## COMMON CORE Reviewing Module 1

---

### THE SHIFTS

READ Fiction and Non-fiction

WRITE/READ using a Variety of Sources

THINK using complex text

SUPPORT your thinking using text evidence

Collaborative Reasoning----Productive Struggle



## How Do Adults “CLOSE READ”?

---

What does it mean when Dr. King, Jr. says, “America is giving us a bad check?”

What specific words does Dr. King use to create optimism? To create outrage?

How does Dr. King create the connections between state’s laws and God’s law? Why does he do this?



## How Did the Experience Feel?

---

- Discoveries?
- Depth of Knowledge?
- Transferability?



## DISCOVERIES

---

- **Incremental Repetition**
- **Momentum of Argument and Prose**
- **Tropes: figures of speech**





## Connect with the Anchor Standards

### Common Core Anchor Standards for Reading

#### *KEY IDEAS AND DETAILS*

1. **Determine central ideas or themes** of a text and **analyze their development**; **summarize the key supporting details and ideas**.
2. **Analyze how and why individuals, events, and ideas develop and interact** over the course of a text.



## What Does Close Reading Look Like at Your Grade Level?

Turn to someone near you and discuss what your understanding of close reading is and what you think it looks like at your grade level.



## What is “Close Reading”?

Read the article provided

As you read, please do the following:

- Underline important points
- Write a ? next to anything you find confusing
  - write one sentence that summarizes the main idea of each section.



## DISCUSS WHAT YOU READ

- When you receive the signal to start, get up and find a partner.
- Be ready to discuss the questions that appear on the screen with your partner.
- When you receive the signal to switch, move to another area of the room and find a new partner.
- You and your new partner will also discuss questions that appear on the screen.



**Let's begin! Find a partner!**



## **FIRST ROUND of QUESTIONS**

**According to the text, what is “close reading”?**

**What are the key skills involved in close reading?**



## **QUESTION #2**

---

**How is this similar to or different from  
how we have taught students to read in  
the past?**



**Switch Partners!**



## LAST ROUND

---

**What are the benefits of using short texts for close reading?**

**What could a teacher do to gradually increase students' abilities to use the process of close reading independently?**



**According to the author of this article, what kinds of questions should students ask or be asked about a text?**

**Which types of questions do you ask most frequently? Which types of questions appear in our textbook series? Which ones are left out?**



## What is “Close Reading”?

- Engaging with a text of sufficient complexity directly
- Examining meaning thoroughly and methodically
- Reading and rereading
- Understanding the central ideas and key supporting details
  - the meanings of individual words and sentences
  - the order in which sentences unfold
  - the development of ideas over the course of the text
- Ultimately arriving at an understanding of the text as a whole



Beginner	Intermediate	Advanced
1. The teacher reads the text out loud to students without stopping to give them a sense of the overall plot or main idea.	1. The students read the text silently one time through to get a sense of the overall plot or main idea.	1. The student reads the text silently one time through to get a sense of the overall plot or main idea.
2. The teacher re-reads small chunks of the text at a time and asks discussion questions. The students may work in pairs first, but answers are shared with the whole group.	2. Teacher re-reads small chunks of the text out loud and asks discussion questions. Students may discuss the questions as a whole group, in pairs, or small groups.	2. The student re-reads small chunks of the text at a time, stopping to make notes, underline key points, and ask himself questions.
3. The students and teacher develop a written response to a prompt together.	3. The students write a written response to a prompt independently.	3. The student writes a response to a prompt and provides evidence from the text in his answer.

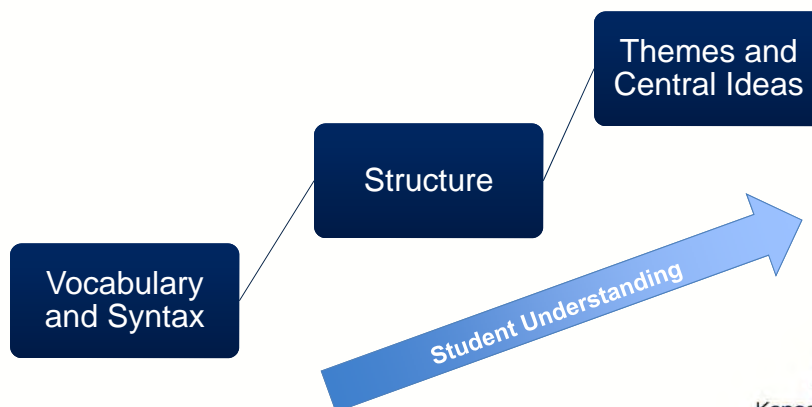
## TEXT DEPENDENT QUESTIONS

When you're writing or reviewing a set of questions,  
consider the following three categories:

1. Questions that assess themes and central ideas
2. Questions that assess knowledge of vocabulary
3. Questions that assess syntax and structure



## Progression of Text Dependent Questions



## ASSESSING VOCABULARY

**Example: “Hot and Cold Summer” - 5<sup>th</sup> grade fictional text**

- “To *avoid* someone means to keep away from them so that you don’t have to see them and they don’t have to see you. How did the boys avoid meeting Bolivia at first?” (pg. 23)
- Re-read the last two paragraphs on page 39. Rory had a “strong *suspicion*”. What is a *suspicion*? What details in the story made Rory suspicious of Bolivia?



## ASSESSING SYNTAX

- Syntax can predict student performance as much as vocabulary does.
- Questions and tasks addressing syntax are powerful.

**Example:**

Who are the members of the wolf pack? How many wolves are in the pack? To answer this, pay close attention to the use of **commas and semi-colons** in the last paragraph on pg. 377. The semi-colons separate or list each member in the pack.





## ASSESSING STRUCTURE

### **Examples:**

- “Look at the illustrations on page 31. Why did the illustrator include details like the power outlets in the walls?”
- “Dillard is careful to place opposing descriptions of the natural and man-made side-by-side. How does this juxtaposition fit with or challenge what we have already read? Why might she have chosen this point in the text for these descriptions?”



## ASSESSING THEME

### **Example: *Because of Winn Dixie***

#### **Core Understanding and Key Idea:**

Two people of very different ages may still have much in common and become friends.

#### **Possible Questions:**

Why does Opal spend so much time with Miss Franny, the town librarian?

Can people of different ages still be friends? Use evidence from the text to support your answer.



## YOUR TASK

Take out the text you brought with you today. Is it an appropriate text for close reading? Evaluate it using the criteria you learned about today.

Write at least one of each type of text-dependent question about the text you selected.

OR

Review the questions you normally use with this text selection (these could be the questions from your textbook series) and decide whether or not they are aligned with the Common Core standards. Keep the ones that are, and add questions to address any gaps.



## FINAL THOUGHTS

**Use the gradual release of responsibility to help your students become more independent:**

- Model how you closely read and analyze a text
- Read texts out loud and discuss text dependent questions together
- Have students work in pairs or small groups to discuss texts
- Help students develop a set of skills (i.e. annotating text, asking questions, etc.) to be able to closely read and analyze text on their own.

**Be sure that you are asking the right types of text dependent questions.**



## How Does This Look In Practice?

### Video Links

**Grade 2-3 close reading**

<http://www.youtube.com/watch?v=ddNfpmNL4bE>

**Grade 3-5 close reading and accountable talk**

<http://www.youtube.com/watch?v=nznO1BMtahw>

**Grade 4 close reading**

<http://www.youtube.com/watch?v=a25v3jrvtf8>

**Grade 6 close reading**

<http://www.youtube.com/watch?v=nX3kNk3NrJo>

**Grade 10 close reading**

<http://www.youtube.com/watch?v=XFRCII2q18Y&list=PL94CQ8vfyoelNiy4u0VDT5bz9NU1I599s>

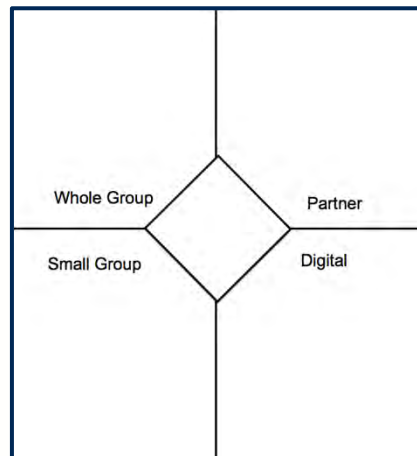


## They've Read It... Now What?

- What strategies can help students build on their understanding of text?
- What do teachers need to consider when planning for collaborative activities?



## Give One - Get One



## “Teaching...

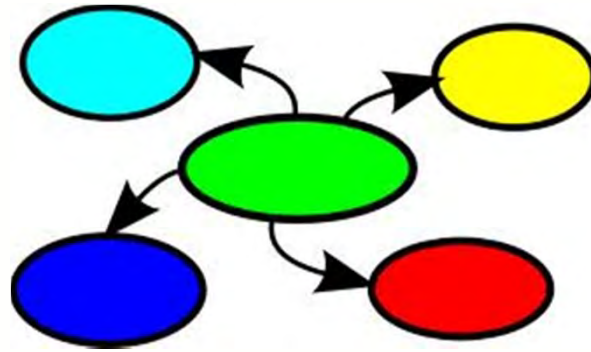
is the **engineering** of  
effective learning  
**environments.”**

Dylan Wiliam

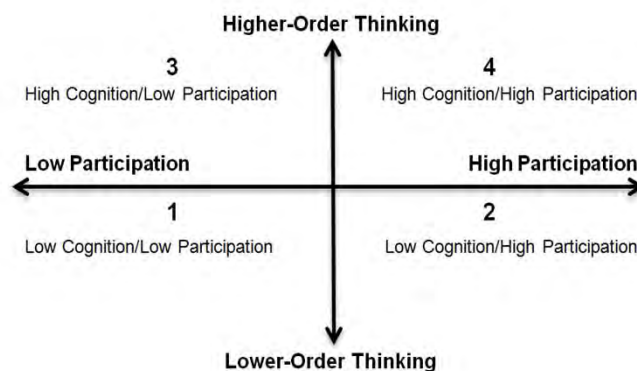
**What did the teacher need to consider when planning and preparing this lesson?**



## Preparing For The Lesson



## Total Participation Techniques, Cognitive Engagement Model, and Quadrant Analysis



## Collaboration for Learning



## Post Assessment

- High
  - Concept mapping (0.60)
  - Comprehension programs (0.60)
  - Vocabulary programs (0.67)
  - Acceleration (0.68)
  - Meta-cognitive strategy programs (0.69)
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  - Teacher credibility in eyes of the students (0.90)
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## Tying Up Loose Strings



## Next Steps

**Six hours** of paid team time, outside of the school day, to plan your building presentation.

- Submit plan to coordinator liaison via email to receive payment

**November 15:** Present Module 2 to your building.

**Six hours** of paid time, outside of the school day, to debrief your building presentation and plan further collaboration

- Submit form via google docs to receive payment
- Link on **My Big Campus**; Common Core State Standards Cadre group; "pages" tab

**Schedule release time** for classroom visits and collaboration

- Submit form via google docs
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- Your coordinator liaison will contact you



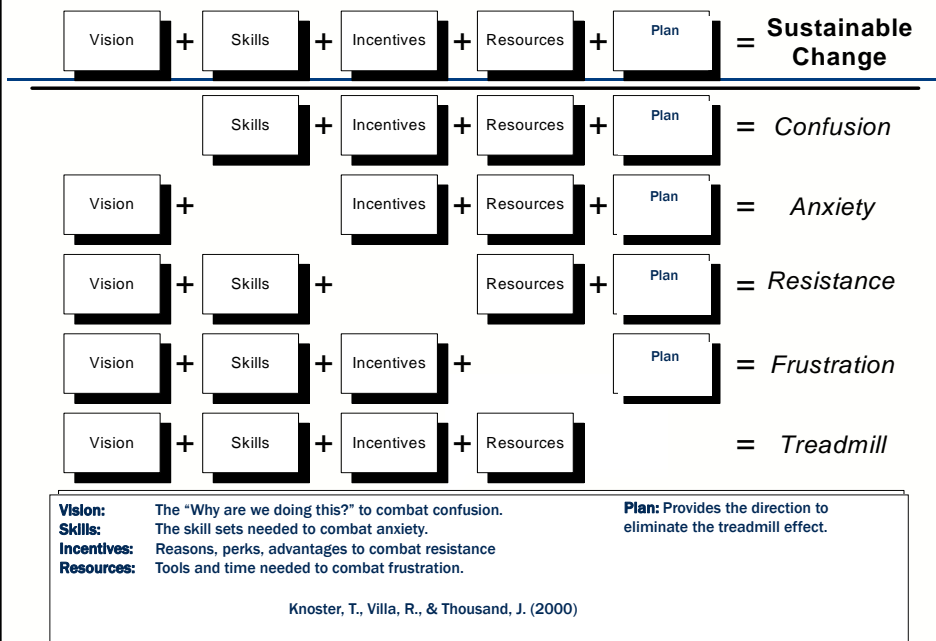


# Hand Off

## Presentation Organizer



## Conditions for Successful Implementation



# THANK YOU!

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Thank you for your dedication and hard work in preparing for the Common Core Module 2 presentation for your school.

November 15

Keep connected with your (liaison) coordinator.



# References

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Hattie, J. . *Visible learning, a synthesis of over 800 meta-analyses relating to achievement*. Routledge, print.

Frey, N., & Fisher, D. (2013). *Rigorous reading: 5 access points for comprehending complex texts*. Thousand Oaks, CA: Corwin.

*Common core state standards*. (n.d.). Retrieved from <http://www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/range-of-text-types-for-k-5>

Himmele, Pérsida, and William Himmele. *Total Participation Techniques: Making Every Student an Active Learner*. Alexandria, VA: ASCD, 2011. Print.

Calkins, Enrehworth, Lehman, *Pathways to the Common Core*, 2012.





## **Common Core Cadre Boot Camp for Module 2**



## Pre-Assessment

Before starting Module 2 discussion, we would like to do a pre-assessment that addresses mindsets on student achievement and effective best practices.



## How to Have an Effect on Student Achievement

Look at the list of “Factors that Influence Student Achievement”.

Circle the word “HIGH” for 3 – 5 of the factors if you feel it has a HIGH effect on student achievement.

Circle the word “LOW” for 3 – 5 of the factors if you feel it has a LOW effect on student achievement.

If you are not confident, feel free to ~~cheat~~ collaborate with your neighbor.



# What Do YOU Think?

### Accountable Talk Exercise:

Have a **recorder** and **2 presenters**  
(one for the HIGH effects, one for the  
LOW effects on student achievement).

On the “T-Chart”, record the top 5 for each from your group.

Which factors have a HIGH effect on student achievement?

Which factors have a LOW effect on student achievement?

Factors that Influence Student Achievement			
Below is a list of 30 factors that have an influence on student achievement in school. Decide whether, on average, they have low, medium, or high impacts on student achievement. Circle your answer. (Hint: there are eleven high, nine medium, and ten low effects.)			
INFLUENCE	IMPACT		
Ability grouping/tracking/streaming	High	Medium	Low
Acceleration (for example, skipping a year)	High	Medium	Low
Comprehension programs	High	Medium	Low
Content learning	High	Medium	Low
Cooperative and/or dualistic learning	High	Medium	Low
Direct instruction	High	Medium	Low
Feedback	High	Medium	Low
Gender (male compared to female achievement)	High	Medium	Low
Home environment	High	Medium	Low
Individualizing instruction	High	Medium	Low
Influence of peers	High	Medium	Low
Matching teaching with student learning styles	High	Medium	Low
Meta-cognitive strategy programs	High	Medium	Low
Physics instruction	High	Medium	Low
Professional development on student achievement	High	Medium	Low
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Providing worked examples	High	Medium	Low
Reciprocal teaching	High	Medium	Low
Reducing class size	High	Medium	Low
Return on (holding back a year)	High	Medium	Low
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Student expectations	High	Medium	Low
Teacher credibility in eyes of the students	High	Medium	Low
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Teacher subject matter knowledge	High	Medium	Low
Teacher-student relationships	High	Medium	Low
Using simulations and gaming	High	Medium	Low
Vocabulary programs	High	Medium	Low
Written language programs	High	Medium	Low
Within-class grouping	High	Medium	Low

Adapted from Kuyper, 2009, *Visible Learning for Teachers: Maximizing Impact on Learning* London: Routledge, 2012, p.101

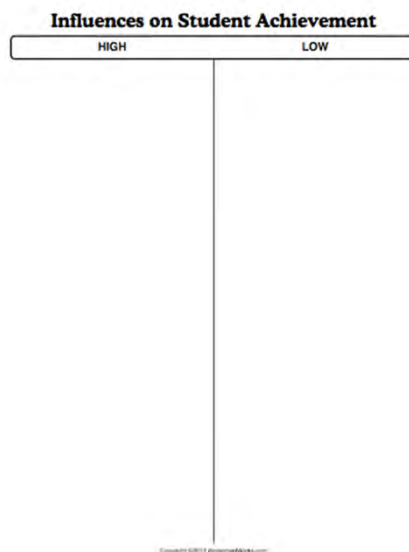


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  - **Feedback (0.75)**
  - **Providing formative evaluation to teachers (0.90)**
  - Teacher credibility in eyes of the students (0.90)
  - **Student expectations (1.44)**



## Influences on Student Achievement

- Comprehension (0.60)  
COMPLEX TEXT  
CLOSE READING
- Reciprocal teaching (0.74)  
CLOSE READING  
COLLABORATIVE STRATEGIES (productive and accountable)
- Feedback (0.75)  
FORMATIVE ASSESSMENT/PLC
- Providing formative evaluation to teachers (0.90)  
CLASSROOM VISITS/WALK THROUGHS/COACHING
- Student expectations (1.44)  
COMPLEX TEXT  
STANDARDS



## Module Two Essential Question

How do we use highly effective strategies to empower students to extract meaning from complex texts?



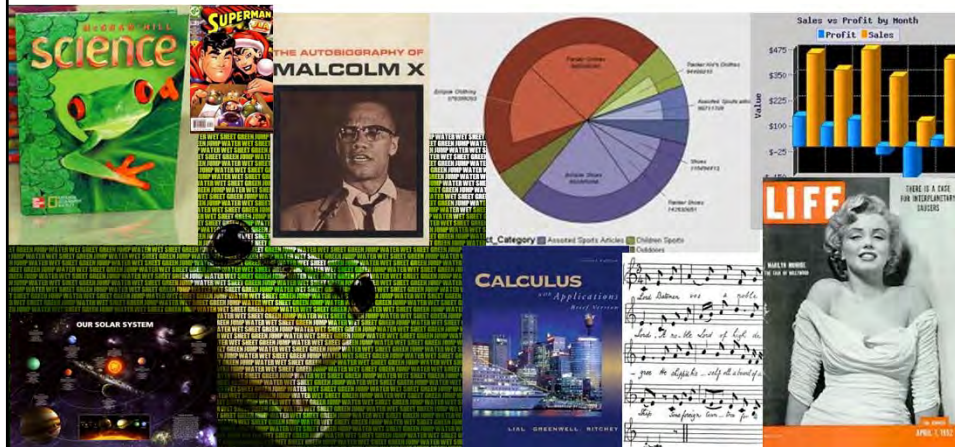
## Defining Complex Text

- What makes a text complex?
- Where can I find samples of complex text for my grade level and content area?



## What is “text”?

Any communication – spoken, written, or visual – involving language.



## Range of Text Types

### K-5

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics



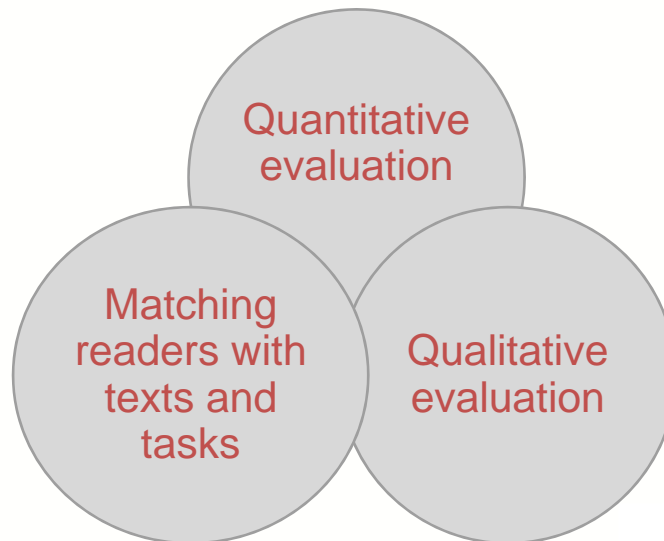
## Range of Text Types

### 6-12

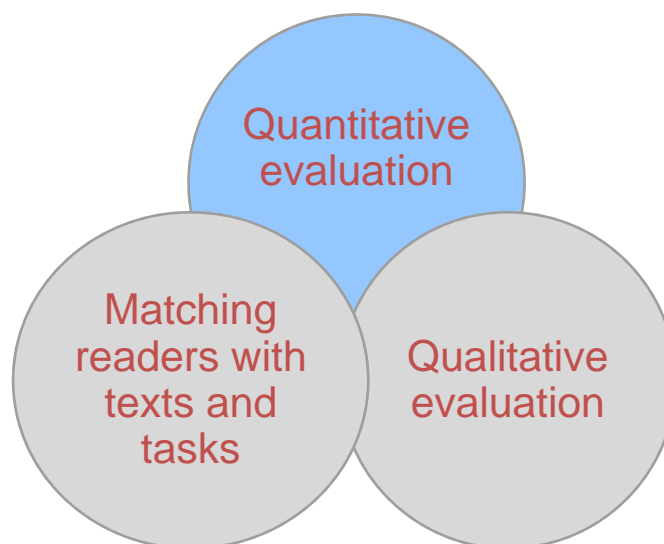
Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience



## Text Complexity



## Text Complexity



# Anchor Standard 10

## Learning Progressions

Anchor Standard 10:  
Read and Comprehend Complex Literary, Informational, and  
Disciplinary Texts Independently and Proficiently.

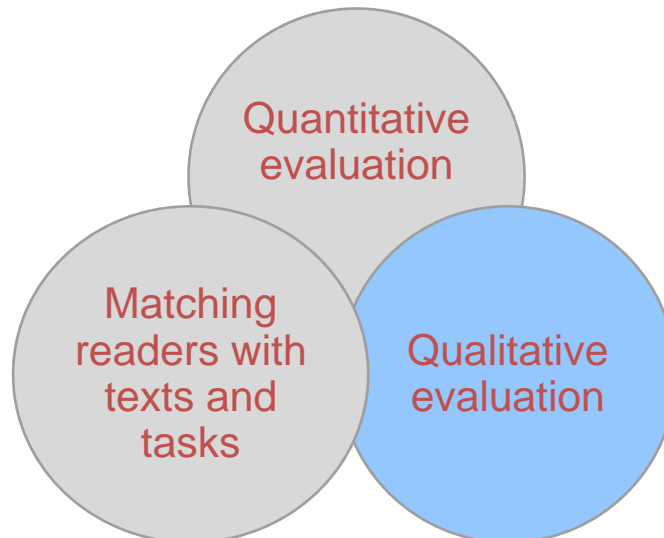
Grade	Expectations for Literature	Expectations for Informational Texts	Expectations for Disciplinary Literacy	Quantitative Complexity Band (Lexile)
12	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band <i>independently and proficiently</i> .	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band <i>independently and proficiently</i> .	By the end of grade 12, read and comprehend history, social studies, science, and technical texts in the grades 11–CCR text complexity band <i>independently and proficiently</i> .	1185–1385
11	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band <i>proficiently, with scaffolding as needed at the high end of the range</i> .	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band <i>proficiently, with scaffolding as needed at the high end of the range</i> .	By the end of grade 11, read and comprehend history, social studies, science, technical texts in the grades 11–CCR text complexity band <i>proficiently, with scaffolding as needed at the high end of the range</i> .	1185–1385
10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band <i>independently and proficiently</i> .	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band <i>independently and proficiently</i> .	By the end of grade 10, read and comprehend history, social studies, science and technical texts at the high end of the grades 9–10 text complexity band <i>independently and proficiently</i> .	1050–1335
9	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band <i>proficiently, with scaffolding as needed at the high end of the range</i> .	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band <i>proficiently, with scaffolding as needed at the high end of the range</i> .	By the end of grade 9, read and comprehend history, social studies, science and technical texts in the grades 9–10 text complexity band <i>proficiently, with scaffolding as needed at the high end of the range</i> .	1050–1335

Source: Copyright © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

Retrieved from the companion website for *Algebraic Reading: 5 Access Points for Comprehending Complex Texts* by Nancy Frey and Doug Fisher. Thousand Oaks, CA: Corwin. Not authorized only for the local school site or nonprofit organization that has purchased the book.

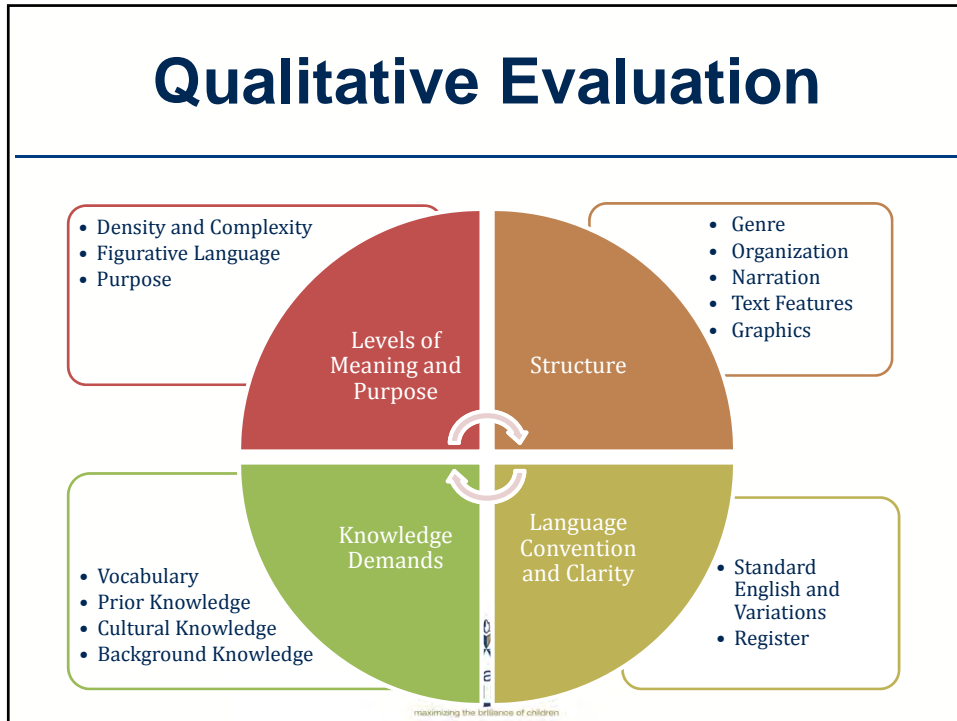


## Text Complexity





# Qualitative Evaluation



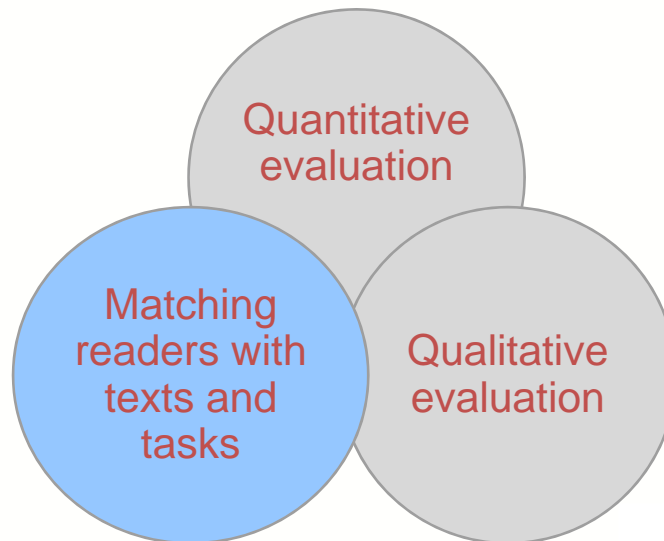
# Qualitative Evaluation

Figure 1.2 Qualitative Factors of Text Complexity

Component	Aspects	When a text is complex . . .
Levels of Meaning and Purpose	• Density and complexity	Many ideas come at the reader, or there are multiple levels of meaning, some of which are not clearly stated.
	• Figurative language	There are many literary devices (e.g., metaphors, personification) or devices that the reader is not familiar with (e.g., symbolism, irony) as well as idioms or clichés.
	• Purpose	Either the purpose is not stated or is purposefully withheld. The reader has to determine the theme or message.
Structure	• Genre	The genre is unfamiliar or the author bends the rules of the genre.
	• Organization	It does not follow traditional structures such as problem/solution, cause/effect, compare/contrast, sequence or chronology, and rich descriptions.
	• Narration	The narrator is unreliable, changes during the course of the text, or has a limited perspective for the reader.
	• Text features	Fewer signposts such as headings, bold words, margin notes, font changes, or footnotes are used.
	• Graphics	Visual information is not repeated in the text itself but the graphics or illustrations are essential to understanding the main ideas.
Language Conventionality and Clarity	• Standard English and variations	Variations of standard English, such as regional dialects or vernaculars that the reader is not familiar with, are included.
	• Register	It is archaic, formal, scholarly, or fixed in time.
Knowledge Demands	• Background knowledge	The demands on the reader extend well beyond his or her personal life experience.
	• Prior knowledge	The demands on the reader extend well beyond what he or she has been formally taught in school.
	• Cultural knowledge	The demands on the reader extend well beyond his or her cultural experiences and may include references to archaic or historical cultures.
	• Vocabulary	The words used are representations of complex ideas that are unfamiliar to the reader or they are domain specific and not easily understood using context clues or morphological knowledge.



## Text Complexity



## Reader and Task Considerations

- Examples of quality “mentor” writing
- Excellent illustrations
- Reflect students’ religion, ethnicity, language, and culture
- Multiple perspectives
- Variety of family structures
- Balanced portrayal of gender identities/roles
- Interrupt gender, racial, ability stereotypes



## Reader and Task Considerations – A Rich Problem...

- Helps to make sense of a topic.
- Is open ended with multiple approaches.
- Empowers students to unravel misconceptions.
- Requires application, connections, and generalizations.
- Is accessible to all students (language and entry point).
- Leads students to wonder more and ask new questions.



## Follett Titlewave

The screenshot displays the Follett Titlewave website. At the top, there's a navigation bar with a search bar and a shopping cart icon. Below this, a sidebar on the left lists categories like 'Standards & Literacy Needs', 'STEM Materials', and 'Curriculum Connections'. The main content area features a central graphic with a child's face surrounded by icons for 'Creativity', 'Communication', 'Critical Thinking', and 'Collaboration'. To the right of this graphic, there's a section titled 'For the classroom' with 'CCSS Instant eBook Collections' and 'New Follett eBooks'. At the bottom, there's a section for 'Understanding Reading Levels'.

**The Common Core**  
Time-saving, all-in-one bundles

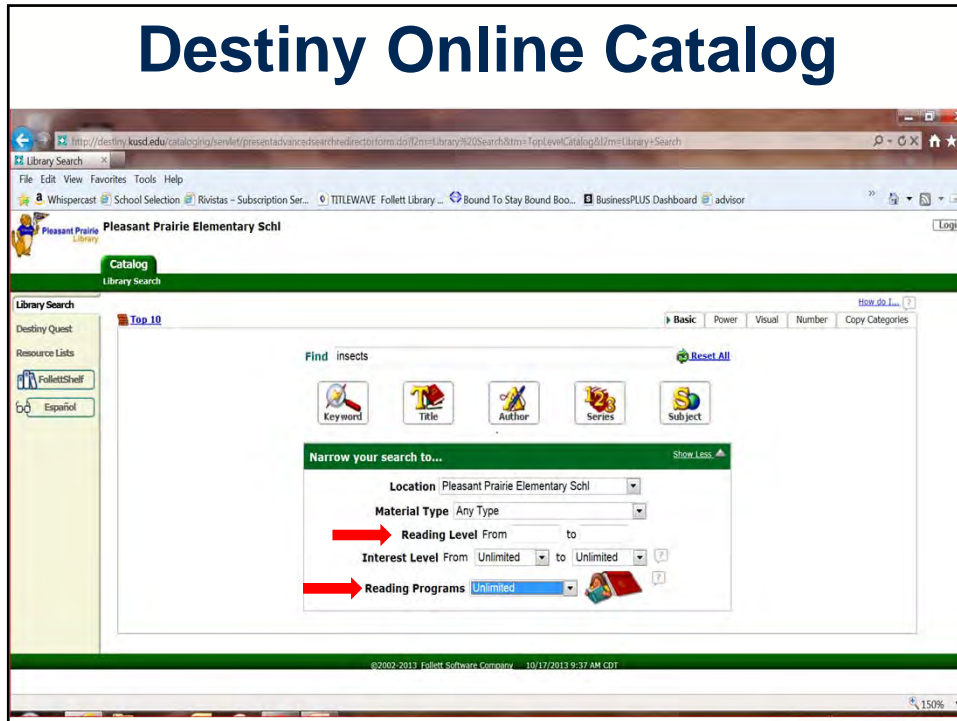
From math concepts to text exemplars, our expert-recommended Common Core publisher bundles include all the titles and educational materials you need to connect core knowledge with higher-learning skills.

**For the classroom**  
**CCSS Instant eBook Collections**  
Includes a wide range of hand-selected titles chosen by Follett's classroom professionals — bundled together for your convenience. These nonfiction and fiction materials provide increased rigor, depth and relevance for today's K-12 curriculum.  
[Shop Instant eBook Collections](#)

**New Follett eBooks**  
Expand your eBook collection with these must-have new releases, popular classics and informational texts from Random House and Hachette.  
[Shop the New eBooks](#)

**Understanding Reading Levels**  
See our newly updated Reading Levels Correlation Chart to ensure the materials you select are the best fit for your students.

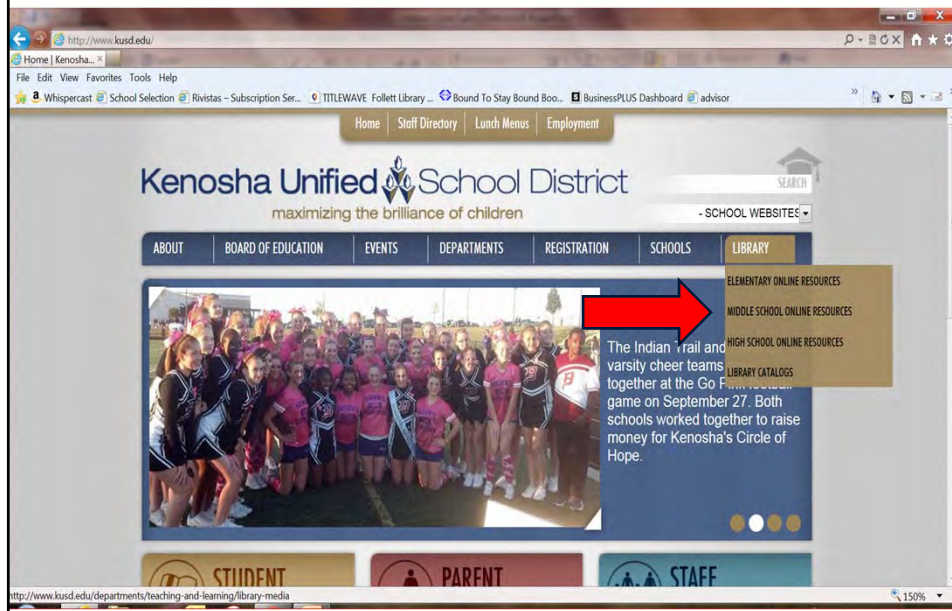
# Destiny Online Catalog



# FollettShelf eBooks



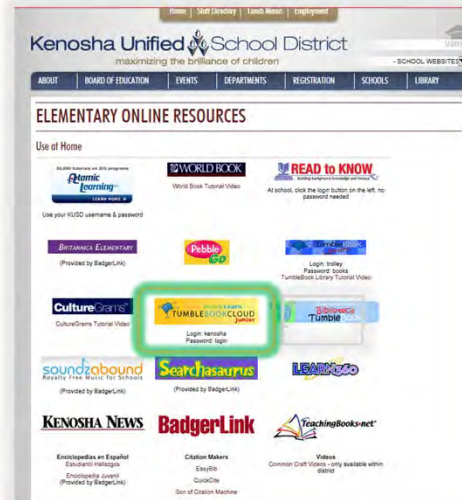
## More eBook Resources



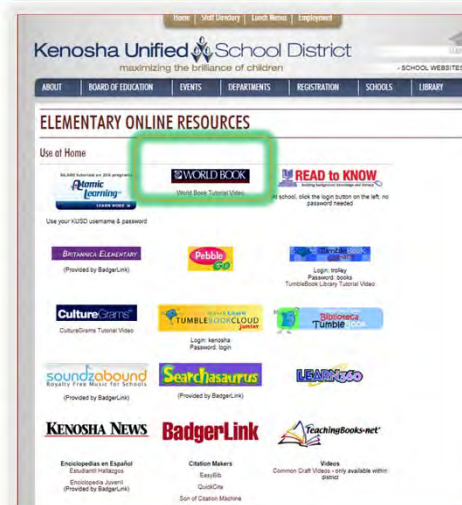
## TumbleBooks & PebbleGo



# KUSD Online Resources



# KUSD Online Resources



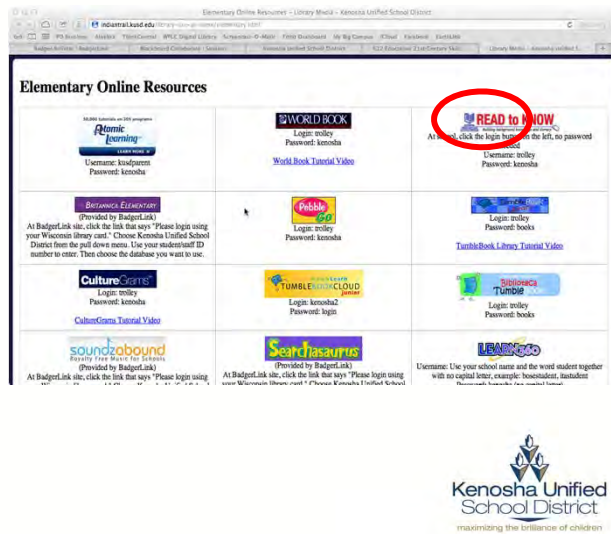


## Use At Home

Login: Kenosha  
Password: WI

Note logins and  
passwords for each  
database

Click on database and  
input login and  
password



Just giving students complex  
texts **doesn't** mean they will  
**read** and **understand** them.

The best evidence that a text is comprehensible is that its readers remember and apply the information in it.



## Close Reading

- What is close reading?
- What are the essential elements of close reading?
- How and for what purposes should teachers employ close reading?



## Elements of Close Reading

- Meaningful texts: Make strategic choices
- Short Passages
- Passages within the body of a larger text
- Rereading with purpose
- Quality questions/text dependent questions
- Students should struggle a bit (productive struggle in uncovering layers of meaning)



## Close Reading Activity 1

Model Close reading experience

- Educational Leadership Article: Closing in on close reading

Grades 9/10 Thinking Notes

<https://www.teachingchannel.org/videos/student-annotated-reading-strategy>





## Go Beyond “Ho-Hum” Questions

- Making connections to the ELA Anchor Standards
  - Asking questions for main ideas and details (Key Ideas & Details 1-3)
  - Asking question that interpret words, phrases & structure of texts (Craft and Structure 4-6)
  - Asking student integrate and evaluate content (Integration of Knowledge and Ideas 7-9)

(I HAVE A DREAM SPEECH LINK)

[http://www.youtube.com/watch?v=HRIF4\\_WzU1w](http://www.youtube.com/watch?v=HRIF4_WzU1w)



## Close Reading Activity 2

Do you agree or disagree with the  
author's statement?

“Teachers are already quite good  
at asking questions  
about what the author or text is saying.”

Explain your answer and  
cite evidence from the article.



## Close Reading Activity 2

Do you agree or disagree with the author's belief that **craft and structure** (standards 4-6) and **integration of ideas** (standards 7-9) are often neglected?

Explain your answer and **cite evidence** from the article.



## Close Reading Activity 3

What does King mean when he says, "**Five score years ago a great American, in whose symbolic shadow we stand...**"

Why does king say "**We've come to our nation's capitol to cash a check?**"

Explain your answer and **cite evidence** from the text.



## Six Practices of Close Reading

- First Practice: Select Short, Worthy Passages
- Second Practice: Students Rereading
- Third Practice: Limited Frontloading
- Fourth Practice: Text-Dependent Questions
- Fifth Practice: Annotation
- Sixth Practice: After-Reading Tasks



## How Does This Look In Practice?

### Video Links

#### Grade 2-3 close reading

<http://www.youtube.com/watch?v=ddNfpmNL4bE>

#### Grade 3-5 close reading and accountable talk

<http://www.youtube.com/watch?v=nznO1BMtahw>

#### Grade 4 close reading

<http://www.youtube.com/watch?v=a25v3jrvtf8>

#### Grade 6 close reading

<http://www.youtube.com/watch?v=nX3kNk3NrJo>

#### Grade 10 close reading

<http://www.youtube.com/watch?v=XFRCII2q18Y&list=PL94CQ8vfyoelNjy4u0VDT5bz9NU1I599s>

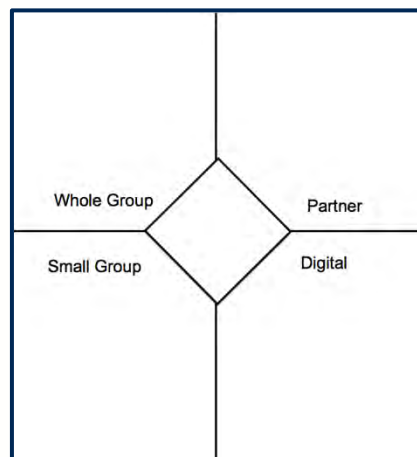


## They've Read It... Now What?

- What strategies can help students build on their understanding of text?
- What do teachers need to consider when planning for collaborative activities?



## Give One - Get One



**“Teaching...**

**is the engineering of  
effective learning  
environments.”**

Dylan Wiliam



**What did the teacher need to consider  
when planning and preparing this lesson?**





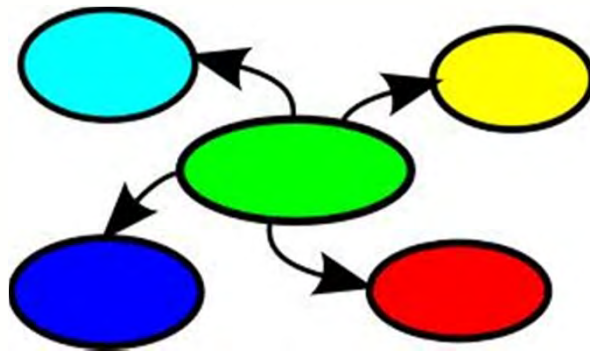




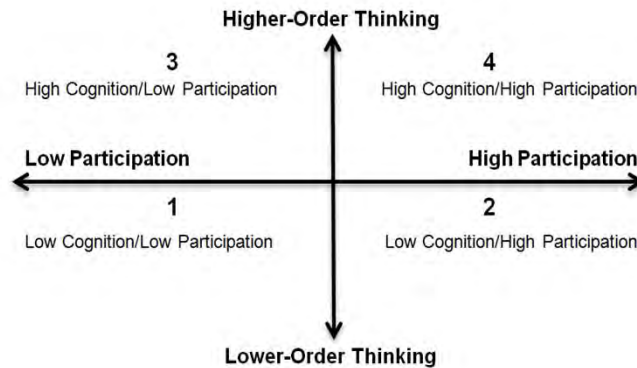




## Preparing For The Lesson



## Total Participation Techniques, Cognitive Engagement Model, and Quadrant Analysis



## Collaboration for Learning



## Post Assessment

- High
  - Concept mapping (0.60)
  - Comprehension programs (0.60)
  - Vocabulary programs (0.67)
  - Acceleration (0.68)
  - Meta-cognitive strategy programs (0.69)
  - Teacher-student relationships (0.72)
  - Reciprocal teaching (0.74)
  - Feedback (0.75)
  - Providing formative evaluation to teachers (0.90)
  - Teacher credibility in eyes of the students (0.90)
  - Student expectations (1.44)



## Tying Up Loose Strings





## Next Steps

**Six hours** of paid team time, outside of the school day, to plan your building presentation.

- Submit plan to coordinator liaison via email to receive payment

**November 15:** Present Module 2 to your building.

**Six hours** of paid time, outside of the school day, to debrief your building presentation and plan further collaboration

- Submit form via google docs to receive payment
- Link on ***My Big Campus***; Common Core State Standards Cadre group; “pages” tab

**Schedule release time** for classroom visits and collaboration

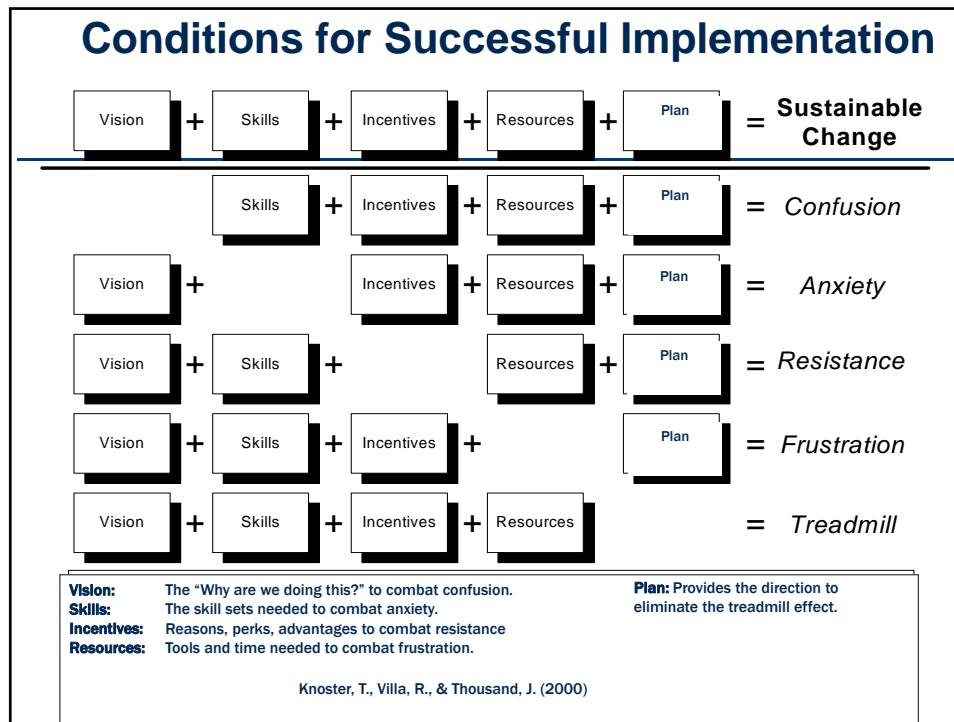
- Submit form via google docs
- Link on ***My Big Campus***; Common Core State Standards Cadre group; “pages” tab
- Your coordinator liaison will contact you



## Hand Off

### Presentation Organizer





## THANK YOU!

Thank you for your dedication and hard work in preparing for the Common Core Module 2 presentation for your school.

November 15

Keep connected with your (liaison) coordinator.



## References

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Hattie, J. . *Visible learning, a synthesis of over 800 meta-analyses relating to achievement*.  
Routledge, print.

Frey, N., & Fisher, D. (2013). *Rigorous reading: 5 access points for comprehending complex texts*. Thousand Oaks, CA: Corwin.

*Common core state standards*. (n.d.). Retrieved from  
<http://www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/range-of-text-types-for-k-5>

Himmele, Pérsida, and William Himmele. *Total Participation Techniques: Making Every Student an Active Learner*.  
Alexandria, VA: ASCD, 2011. Print.



## CCSS Module 2- Cadre Team Planning Sheet

Concepts	Staff Learning Targets	Activity/Time	Resources/Tools	Facilitator
Influences on Student Achievement	<ul style="list-style-type: none"> <li>I can choose factors that have a high impact of student achievement.</li> </ul>			
Review Module 1 Concepts	<ul style="list-style-type: none"> <li>I can employ opportunities for productive struggle and accountable talk during instruction.</li> </ul>			
Complex Text	<ul style="list-style-type: none"> <li>I can explain the three components of text complexity.</li> <li>I can select different types of text with varied complexity.</li> </ul>			
Close Reading	<ul style="list-style-type: none"> <li>I can construct learning opportunities utilizing close reading.</li> </ul>			
Collaboration Strategies	<ul style="list-style-type: none"> <li>I can plan collaboration activities to assist students to build on their understanding of text.</li> </ul>			

**APPENDIX E**

Next Steps and Evaluation	<ul style="list-style-type: none"><li>▪ I can assess my current knowledge and skills with module one and two concepts.<ul style="list-style-type: none"><li>○ Productive Struggle</li><li>○ Accountable Talk</li><li>○ Text Complexity</li><li>○ Close Reading</li><li>○ Text Dependent Questions</li></ul></li></ul>			
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Submitted by \_\_\_\_\_ representing \_\_\_\_\_  
(Team Member Name) (School)

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

December 3, 2013

**PROPOSED EXPANSION OF KENOSHA SCHOOL OF TECHNOLOGY  
ENHANCED CURRICULUM CHARTER SCHOOL**

**Background:**

When McKinley Middle School was closed at the end of the 2011-12 school year, a number of options were discussed in regards to what could be done with the building. These options included selling the building, using the building for some other purpose, demolishing the building, or holding onto it for possible future use. It was decided at the time to keep all options open with the last resort being demolishing the building. We marketed the building for possible sale and have taken approximately a dozen different groups through the building in the past 16 months. A couple of groups have expressed interest in the building; however the estimated sale value of the building from an independent market analysis was only \$100,000, making any sale not very compelling from a financial perspective. The reality of a possible sale not being a major source of revenue and the fact that the building shares a common site with McKinley Elementary along with the growing interest in choice and charter schools lead to the recommendation contained in this report. Specifically, our recommendation is to expand the Kenosha School of Technology Enhanced Curriculum (KTEC) into a two campus charter school maintaining its current location in the former Lincoln Elementary building as well as adding a second location at the former McKinley Middle School building.

There are a several reasons to consider an expansion of the KTEC charter school program:

- The STEM curriculum at KTEC is resulting in high levels of student achievement as indicated by a rating of “exceeds expectations” on the school report card created by the Department of Public Instruction.
- In a 2011 report issued by the U.S. Department of Commerce Economics and Statistics Administration, the Office of the Chief Economist states that STEM occupations are projected to grow 17 percent from 2008 to 2018 and that STEM workers command higher wages, earning 26 percent more than their non-STEM counterparts.
- In the recent Wisconsin STEM Navigators report by the Wisconsin Technology Council, STEM teaching and learning is an innovative approach to unlock creatively and problem-solving in learners of all ages.

- KTEC has demonstrated fiscal responsibility throughout the previous six years and is therefore in a position to pay the start-up costs required to start a second campus.
- The school has an excellent leadership team including the principal and their governance board that has experience in reopening a closed school building and the costs and efforts in that process.
- KTEC has built important partnerships with Project Lead the Way, Snap-on Industrial, and Carthage College that will be able to expand with an additional campus.
- There were over 300 kids this past year that could not be accommodated because of the space constraints in their current building and that number could be substantially higher with a more formal marketing effort.
- The vacant McKinley building would be put to use and we would no longer need to identify a buyer (and the associated minimal sale price).
- An expansion of the school would better position the district for the expansion of the State-wide voucher program. In fact, an expansion of KTEC might even create a scenario where students/families who are now attending private schools would choose to attend KTEC instead.

This recommendation is consistent with the proposed expansion of Lakeview Technology Academy in that it will provide expansion of one of our popular choice school options.

### **School Operations**

Under this proposal, KTEC will be one school operating with two locations (18<sup>th</sup> Avenue Campus and 32<sup>nd</sup> Avenue Campus) to serve students in Pre-Kindergarten thru eighth grade. However, the second, 32<sup>nd</sup> Avenue, campus enrollment will expand over time. In the 2014 – 15 school year, this campus will serve the needs of students in PreK through fifth grade. Each year after that a grade will be added until the school reaches eighth grade in 2017 – 18 with a total anticipated enrollment of 775 students.

This expansion will be a replication / continuation of the KTEC program. Students will be engaged in Science, Technology, Engineering, and Math (STEM) activities and have a focus on 21<sup>st</sup> Century learning strategies as outlined in the KTEC charter agreement.

Each year applications are taken for the following school year from the day students return from Winter Break until January 31<sup>st</sup> at 3:30 p.m. The waitlist expires at the end of first semester so there is a new lottery each year. For the 2014 – 15 school year, students enrolled in PreK – 4<sup>th</sup> grade at the current location will be given the choice to transfer to the 38<sup>th</sup> Avenue campus.



New applicants will be asked their preference of campus. If all the spaces are filled in their desired campus and there are spaces available in the other campus then they will offered placement at the other campus.

The Administrator at KTEC, Dr. Angela Andersson, will assign current staff to one of the two campuses to ensure the greatest level of fidelity to the KTEC curriculum and school model culture.

The Governance Board of KTEC unanimously supports this expansion. The charter agreement with two revisions is in Appendix A. One revision is the facility description section. The second revision reflects the lottery changes needed with two campuses as described above.

### **Building Needs and Capital Costs**

KUSD and KTEC will work together to ensure that the building is ready to open to students for the start of the 2014 – 2015 school year. The following items will need to be addressed:

#### **EXPANSION OF KTEC TO MCKINLEY MIDDLE BUILDING**

##### **First Year Capital Costs**

##### **Projects Funded by KUSD**

Replacement of Main Parking Lot	\$110,000
Water Proofing the Old Coal Room	\$115,000
SubTotal	\$225,000

##### **Projects Funded by Security Project Budget**

Voice over IP Phone System	\$70,000
Security Cameras	\$23,700
SubTotal	\$93,700

##### **Projects Funded by KTEC**

New Clock System	\$25,000
Reinstall Intercomm/Bell System	\$5,000
Replacement of Glass Exterior Doors in Two Locations	\$12,000
Remove Locker Bay Bases in Boys Locker Room	\$2,670
Repair Floor in Boys Locker Room	\$4,900
Repair Ceiling in Tech Ed. Classroom	\$3,000
Sound Panels in Cafeteria	\$3,000
Replace Carpet in Main Office	\$8,800
Circulation Desk for Library	\$2,000
Coat Hooks/Shelves in Areas Where Lockers were Removed	\$3,500
Computer Network Restoration	\$5,000
Computer Lab Counters	\$2,500
Refinish Wood Floors in Two Classrooms	\$500

Replace Sinks/Counters in Three Restrooms	\$4,000
Install Promethean Boards	\$5,625
Install Whiteboards in All Classrooms	\$25,600
Main Entrance Buzzer/Camera	\$1,050
Interior & Exterior Signage	\$
	20,000
Reface Exterior Monument Sign	\$4,000
Build Dumpster Enclosure	
SubTotal	\$138,145

Materials for these projects will be purchased out of the KTEC budget with KUSD staff providing labor.

The chart below highlights the capital needs of the building over the next 5 years.

**Kenosha Unified School District No. 1**  
**McKinley Middle School**  
 5710 32nd Avenue  
 Kenosha, WI 53144

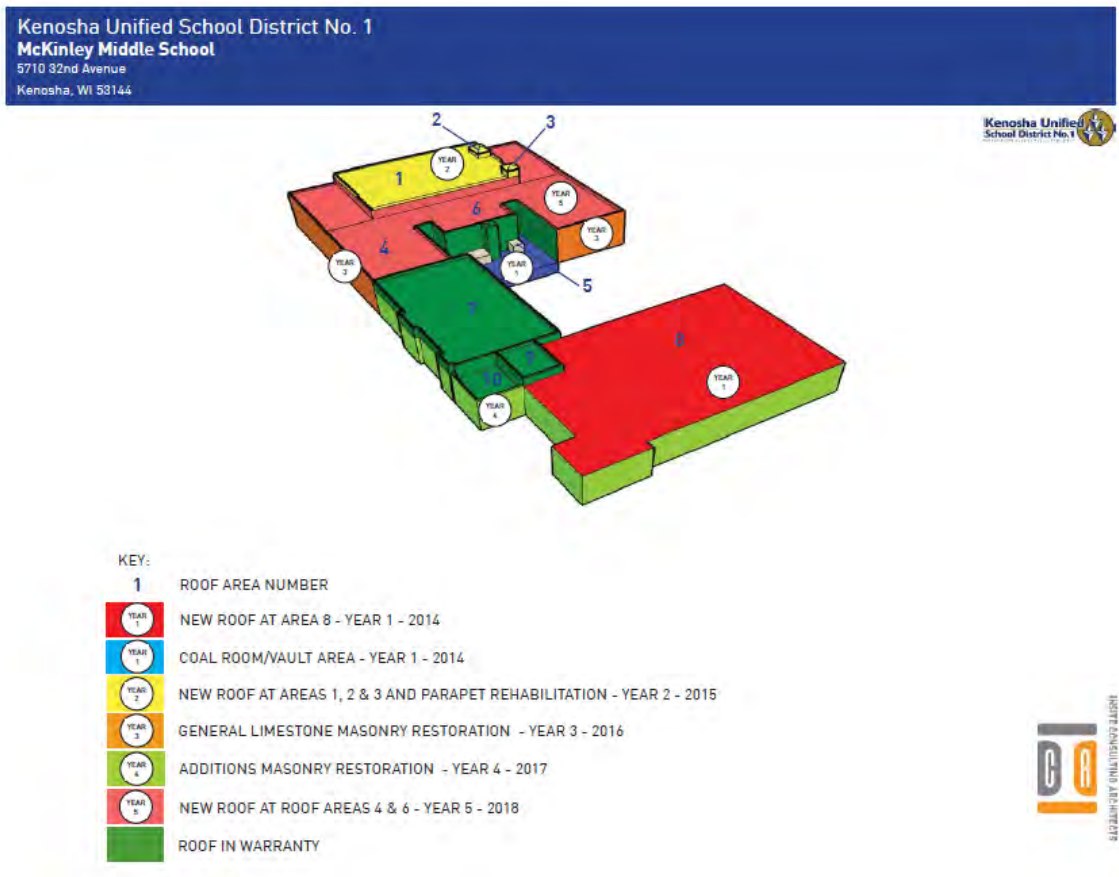


**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1 - MCKINLEY MIDDLE SCHOOL - 5 YEAR PLAN**

YEAR	BUILDING AREA/LOCATION	SQ. FT.	\$/FT	TOTAL COST
2014	ROOF AREA 8	15700	9.50	\$ 149,150.00
2014	COAL ROOM WATERPROOFING	2500	45.00	\$ 112,500.00
2015	ROOF AREA 1	7500	12.00	\$ 90,000.00
2015	ROOF AREA 2	80	12.00	\$ 960.00
2015	ROOF AREA 3	90	12.00	\$ 1,080.00
2016	GENERAL LIMESTONE AREAS	13000	12.00	\$ 156,000.00
2017	MASONRY AT ADDITIONS	13200	15.00	\$ 198,000.00
2018	ROOF AREA 4	16500	10.50	\$ 173,250.00
2018	ROOF AREA 6	210	10.50	\$ 2,205.00
IN WARRANTY	ROOF AREA 7	NA	NA	NA
IN WARRANTY	ROOF AREA 9	NA	NA	NA
IN WARRANTY	ROOF AREA 10	NA	NA	NA

<b>TOTAL</b>	<b>\$ 883,145.00</b>
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### Building Operating Costs

Effective July 1, 2014, the Kenosha School of Technology Enhanced Curriculum will pay all operating expenses and ensure upkeep on the former McKinley Middle School building. In exchange for covering the expenses of the building, the KTEC school may use the facility rent free as long as they continue to be an instrumentality of Kenosha Unified School District. The school will pay utility bills, custodial costs, and maintenance that is needed.

To save on start-up costs KTEC will use excess furniture already owned by Kenosha Unified. This furniture will include student and teacher desks, primary grade chairs, and file cabinets.

All other furniture and supplies will be paid by KTEC. These funds will come from carryover dollars that have been saved in recent years, donations, and grants.

### Operational Start-up Charged to KTEC

Category	Item	Detail	Total
Furnishings	Desks	Office	\$ 1,000

	Tables	Conference	\$ 600
	Tables	Kidney	\$ 3,500
	Tables	Kindergarten	\$ 2,000
	Tables	Computer	\$ 9,000
	Tables	Library	\$ 500
	Chairs	Student	\$ 30,000
	Chairs	Teacher	\$ 3,000
	Tables / chairs	Community room	\$ 12,000
		Subtotal Furnishings	\$ 61,600
Equipment	Custodial		\$ 20,000
	Technology	Teacher computers	\$ 15,400
	Technology	Office computers	\$ 3,200
	Technology	Classroom computers	\$ 38,400
	Technology	Promethean Boards	\$ 45,000
	Technology	Document Camera	\$ 9,000
	Technology	Lab computers	\$ 19,200
	Technology	Laptops for 2 COWs	\$ 39,000
	Technology	COW carts	\$ 2,200
	Technology	iPads	\$ 26,530
	Curriculum	Math	\$ 36,000
	Curriculum	Bookroom	\$ 15,000
	Curriculum	Literacy	\$ 20,000
	Curriculum	Social Studies	\$ 20,000
	Curriculum	Science	\$ 20,000
	Science	PLTW lab supplies	\$ 5,000
		SubTotal Equipment	\$ 333,930
Training	New staff training	Purchased consulting / conferences	\$8,000
	New staff training	Stipend	\$40,000

		SubTotal Training	\$ 48,000
Planning Staff	Additional pay	Custodial	\$15,000
	Additional pay	Teaching	\$10,000
		SubTotal Staff	\$25,000
Total			\$ 468,530

## Timeline

### January 2014 –

- Current families indicate campus preference on their Intent to Return form
- Enrollment opportunities advertised to the community through print materials, newspaper, Facebook, website, and current families
- Prospective students / families submit enrollment paperwork anytime between the 2<sup>nd</sup> and the 31<sup>st</sup> at 3:30.
- Informational meetings are held on the 13<sup>th</sup> and 23<sup>th</sup> at 6:30 at KTEC

### February 2014

- Enrollment Lottery
- Students notified of placement status

### March 2014

- KUSD restores water and gas to building
- Projects to put building back in operation begin

### April 2014

- KUSD continue work
- KTEC staff begin preparation needed in classrooms including waxing the floor

### May 2014

- Carpet, phones, copy machines, and furniture delivered to office to make it operational before June 1<sup>st</sup>
- KUSD and KTEC staffs continue to complete building preparation tasks

### June 2014

- Orders of curriculum materials begin to arrive
- KUSD is complete with most projects
- Moving of teacher materials begin

July 2014

- Teacher training for staff new to KTEC
- Apply for occupancy permit

August 2014

- Student orientation
- Registration
- Teacher training continues

September 2014

- First day for students at both campus

### **Recommendation**

Administration recommends that the Planning, Facilities, and Equipment Committee forward this report and the Kenosha School of Technology Enhanced Curriculum revised charter to the School Board for their consideration.

Dr. Michele Hancock  
Superintendent of Schools

Dr. Floyd E. Williams, Jr.  
Assistant Superintendent of Elementary  
School Leadership

Dr. Angela Andersson  
Principal  
Kenosha School of Technology  
Enhanced Curriculum (KTEC)

Mr. Patrick Finnemore, PE  
Director of Facilities

## Appendix A

Kenosha Unified School District  
Kenosha, WI

### **Kenosha School of Technology Enhanced Curriculum Contract**

**This agreement is made as of the ~~22<sup>nd</sup> day of April~~ 17<sup>th</sup> day of December, 2013 by and between the Board of Education for the Kenosha Unified School District No. 1 (“Board”) and the Kenosha School of Technology Enhanced Curriculum (“KTEC”).**

#### **Terms of the Contract**

The term of the Kenosha School of Technology Enhanced Charter Contract shall be a period of ~~five (5)~~ four (4) years commencing of the 1<sup>st</sup> day of July ~~2013~~ 2014.

It is understood and agreed that the Kenosha School of Technology Enhanced Curriculum will follow all of the established district policies and procedures unless stipulated differently in other provisions in this contract or provided by law.

#### **Sponsors**

The sponsors of this contract are the KTEC Governance Board and founding members. The Governance Board is composed of parent and community members. The founding members are Dr. Angela Andersson, Lynette Powers and Sarah McMillian.

#### **Person in Charge and Administrative Services**

The person responsible for administrative leadership of the Kenosha School of Technology Enhanced Curriculum is Dr. Angela Andersson. She serves as the full-time principal/director of the school. She is responsible to the Board of Education for meeting the terms of the contract, maintaining financial accountability, serving as an instructional leader, overseeing student achievement, managing the building, hiring all personnel, and handling student discipline. Dr. Andersson will also be responsible for overseeing secretarial-clerical procedures such as attendance and health records. She oversees the administration of assessment and evaluation programs. If the Principal should leave her position, central office personnel in consultation with the KTEC Governance Board will choose a replacement. The KUSD Superintendent will make the recommendation of a replacement to the KUSD Board of Education for approval.

#### **Governance**

Dr. Andersson will work closely with the KTEC Governance Board to ensure that this charter contract and the mission of the school are fulfilled. The KTEC Governance Board is made up of seven members. In order to protect the autonomy of the Governance Board, none of the members may be KTEC employees and only one position can be held by an employee of Kenosha Unified School District.

**Nonsectarian**

The Kenosha School of Technology Enhanced Curriculum is nonsectarian in its programs, admission policies, employment practices, and all other operations. The KTEC faculty, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

**Educational Program**

Grades Served: KTEC will serve the educational needs of students from 4 year old preschool through eighth grade.

Mission: The mission of the Kenosha School of Technology Enhanced Curriculum is to develop lifelong learners who achieve academic excellence by integrating technology with 21<sup>st</sup> Century Skills and innovative curriculum.

Curriculum: The staff of the Kenosha School of Technology Enhanced Curriculum will design a program that aligns with Common Core State Standards. Curriculum materials will be chosen by the staff in conjunction with the mission/educational program of the school and aligned with mission of the Kenosha Unified School District.

**Methods of Attaining Educational Goals**

Instructional Framework: As the mission states, the instructional framework at KTEC focuses on academic excellence, technology integration, 21<sup>st</sup> Century skills, and innovation.

All students at KTEC are expected to achieve academic excellence and are held to rigorous standards. Students are expected to be readers and writers of literature and informational texts. Information literacy strategies are also integrated into each grade level in many ways including research projects each year.

Students use computerized programs and assessments in literacy and numeracy to ensure that each student is getting practice on the appropriate level of skills daily to promote the greatest level of academic growth.

At KTEC, STEM is more than an acronym for science, technology, engineering, and math. STEM education removes the traditional barriers erected between the four disciplines by integrating the subjects into one cohesive means of teaching and learning.

An effective STEM program is important because increasing student opportunities for STEM learning can improve the chances of post-secondary success for all students.

Equipping students with STEM skills will also prepare them for the high-demand jobs of the future and improve student learning in other subjects.

STEM education results in the development of skills in critical thinking, problem solving, innovation and creativity. As a school KTEC will use students' natural disposition toward technology to engage in learning that requires higher order thinking skills.

Instructional Practice: Technology integration is achieved when technology tools support the curriculum and help students reach their goals. These tools provide students and teachers with the following:

- Access to up-to-date, primary source material
- Methods of collecting and recording data



- Ways to collaborate with students, teachers, and experts around the world
- Opportunities for expressing understanding via images, sound, and text
- Learning that is relevant and assessment that is authentic
- Training for publishing and presenting their new knowledge

The school will use instructional materials consistent with Common Core State Standards. The curriculum will include literacy, science, engineering, and math. Social science concepts will be taught through literacy instruction. Technology will be integrated into the curricular program to provide practice, to assess learning, provide information, as a tool to complete advanced problems, and provide high-quality presentations.

Students often engage in cooperative learning experiences to enhance higher order thinking skills within the curriculum. Through working in collaborative teams, students develop communication, leadership, and teamwork. The school has high expectations for student academic progress and behavior.

All teachers at KTEC attend professional development sessions to build an understanding of the curricular program and culture of KTEC. This training includes information on teaching 21<sup>st</sup> Century Skills and character education as well as KTEC's literacy and STEM programs

Co-curricular Courses: Technology will be used in each co-curricular area to enhance student learning and engagement.

**Art:** Each KTEC student will receive a comprehensive art education that includes art making, aesthetics, art history and culture, as well as art criticism. To promote learning in the six Wisconsin Standards categories of knowledge, skills, communication, thinking, understanding, and innovation, students will participate in a variety of artistic activities and projects. Technology will be integrated in art through projects related to graphic design. Cross-curricular connections will be made when appropriate.

**Health:** KTEC requires each middle school student participates in health lessons each year. The lessons focus on the standards set by the Wisconsin Department of Public Instruction and strives to present material with a personalized and individualized approach. Topics include personal wellness, fitness, hygiene, nutrition, stress management and life stages.

**Physical Education:** A quality physical education program is offered to students as part of the KTEC curriculum. Embracing the Standards and Benchmarks set forth by the Wisconsin Department of Public Instruction and the National Association of Sports and Physical Education, lessons are designed to provide activities that are inclusive, highly active, and challenging.

KTEC employs current best practices and technology to integrate physical, academic and wellness concepts. Students participate in instructional units designed to develop motor,

cognitive and social skills through sports, recreation, dance and fitness, in order to build a strong foundation for lifelong health and wellness. Recess is an extension of the KTEC physical education program.

**Music:** Each student at KTEC receives musical instruction through a variety of programs. Students in Kindergarten through fifth grade receive general music instruction twice per week while students in grades 6 -8 participate in choir. Students in grades 5 – 8 have the option of participating in band; the option for Orchestra instruction is open to students beginning in grade 4. Collaboration across subject areas promotes innovative learning and academic excellence. These music classes are taught in alignment with the Wisconsin State Music Standards for Performance, Creativity, Literacy, Response, and Connections.

**Spanish:** Students in Kindergarten through eighth grade have instruction in Spanish language and culture. Intercultural understanding is a critical 21<sup>st</sup> Century Skill both for life and the workplace. Globalization, with its accompanying free trade agreements, is shrinking the business world and those who know more than one language will definitely have the edge over a monolingual counterpart. The world language teacher will focus on grammar skills and cultural components in order to enrich the understanding of the language.

KTEC will infuse technology into the instructional process to enhance students' speaking, listening, reading, and writing skills in the target language, as well as their knowledge and appreciation for cultural diversity. This technology will also be utilized in the regular education classroom and available for home use as well.

**School Calendar:** KTEC will generally follow the KUSD calendar. However, the unique educational program of the charter school may necessitate flexibility when scheduling the school day and calendar.

### **Methods of Measuring Student Progress**

**Student Evaluation:** Students will be assessed on their mastery of Common Core State Standards.

**Annual Testing:** Students at KTEC will participate in annual state standardized assessments as well as district assessments such as Measures of Academic Progress (MAPs).

**Report Cards:** Report cards will be completed quarterly in grades Kindergarten through eight. Progress reports will be completed three times per year for students in preschool. Students in preschool through second grade will not receive letter grades, but will receive rubric scores. Students in grades 3 through 8 will receive letter grades. The staff of KTEC will continue to use reporting systems that reflect assessment of mastery of Common Core State Standards as well as 21<sup>st</sup> Century Skills.

### **Governance Structure/Methods to Insure Parental involvement**

Governance Method: The Kenosha School of Technology Enhanced Curriculum Governance Board oversees the attainment of the educational outcomes of the charter school and ensures that the school is in compliance with this Contract and the mission of KTEC. The Governance Board will also assist in securing grant monies and other sources of revenue to deepen the capabilities of the school, approve the annual budget for KTEC, build community relations, and make policies that govern the operations of the school. The KTEC Governance Board will consist of 7 voting members. The Governance Board will include an ex-officio member which will be the principal of the school. Members shall serve 3 year terms which will begin on May 1<sup>st</sup> and conclude April 30<sup>th</sup>. There will be no term limit. The Board will reorganize on April 30<sup>th</sup> of each year which will include swearing in of new Governance Board members and electing new positions. Governance Board members must let the President know by the 2<sup>nd</sup> Tuesday in January if they will be serving an additional term.

Methods to Ensure Parental Involvement: Parents are important partners in the educational program at KTEC. The governance structure of the school addresses parent involvement. Parents are involved in the school's Governance Board making them a critical part of the decision making process. Parents are also involved through an active Parent, Teacher, and Student Organization. Parents volunteer in many ways at KTEC. The Governance Board conducts surveys parents about satisfaction with the educational program of their students.

Discrimination: The Kenosha Unified School District and by extension Kenosha School of Technology Enhanced Curriculum is an Equal Opportunity Educator/Employer with established policies prohibiting discrimination on the basis of age, race, creed, religion, color, sex, national origin, disability or handicap, sexual orientation, or political affiliation in any educational program, activity, or employment in the District.

### **Teacher Qualifications**

Teachers at KTEC must meet all KUSD qualifications for employment as well as the requirements established by the Wisconsin Department of Public Instruction. In addition, teachers must demonstrate technical competency and an understanding of 21<sup>st</sup> Century Skills and Science, Technology, Engineering, and Math integration. Some positions require additional, specialized training such as Project Lead the Way.

Employee Status: Employees are considered KUSD employees and therefore are entitled to same salary and benefits as other KUSD teachers.

### **Student Health and Safety**

All health and safety policies will be adhered to including fire and safety drills. OSHA safety procedures will be in place.

### **Racial/Ethnic Balance Goals and Methods**

KTEC will not deny access to any student based on race, religion, gender, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or disability status.

Admission decisions are based on a random lottery. Siblings and children of staff members may be exempted from the lottery.

### **Admission Requirements**

Application Required: In order to join the KTEC lottery, ~~an enrollment form and questionnaire~~ a preliminary, short enrollment form must be submitted during the month of January each year. **Applicants may indicate a preferred campus on the enrollment form. If that campus is full when the student is selected, the student will be offered placement at the other campus. Whenever possible every effort will be made to keep siblings at one campus. Upon accepting placement for a student, families must complete an official KUSD enrollment form and questionnaire.**

Discontinuance of Student Enrollment: Non-compliance with the KUSD policies and Code of Conduct may result of the discontinuance of student enrollment.

### **Financial and Programmatic Operations**

Tuition: No tuition will be charged. Charter schools choose whether to collect student fees to defray costs of instructional materials, field trips/activities or consumable materials.

Budgeted Items: Salaries, benefits, facilities fee, equipment, supplies, and similar items will be included in the school budget. Budgeting practices will adhere to district and state requirements. The building principal will approve all purchases.

Financial Records: All operational and personnel funds will flow through the district and follow all KUSD policies and procedures.

Payment by KUSD: Eighty (80) percent of the per member cost, as determined the state will go to the local charter school site. Carryover funds are permitted.

Offsets: KUSD may offset part or all of any amount that charter exceeds the Direct Cost Budget that it is liable for. (No charter is authorized to expend any amounts in excess of the Direct Cost Budget.)

Purchasing: All supplies and equipment shall be requisitioned and purchased following standard financial procedures and KUSD purchasing procedures.

Student Records: Copies of standardized testing results and all records required by KUSD policy or law will be maintained in the school office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

Transportation: Transportation is not provided by the Kenosha School of Technology Enhanced Curriculum; it is the responsibility of the parents / guardians of students.

Other Services: KUSD Services: As part of the 20 percent of per member cost, KUSD will provide agreed upon services. These services include district-wide services such as textbook and software adoption, professional development, instructional consultation, federal and district breakfast / lunch program, minor facility repairs, and inclusion in all federal and state grant programs at the school's discretion.

### **Student Discipline**

All KUSD student behavior policies and the Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and families will receive notification of unique rules and regulations. Students who have excessive expectation violations of the behavior plan will go before the KTEC Governance Board for behavior monitoring, action plan, and case file review.

### **Public School Alternatives**

No student is required to attend KTEC. Students who do not attend will attend their attendance area school or other choice schools.

### **Description of Facilities/Liability Insurance**

Description of School Facility: The Kenosha School of Technology Enhanced Curriculum is **made up of two campuses. One campus is housed at 6811 18<sup>th</sup> Avenue.** ~~This facility~~ is the former Lincoln Elementary School, **6811 18<sup>th</sup> Avenue**, and is leased from the City of Kenosha. **The other campus is the former McKinley Middle School, 5710 32<sup>nd</sup> Avenue. The facility is owned by Kenosha Unified School District.**

Liability Insurance: Liability coverage is provided by KUSD and is the same that is provided for all district schools.

### **Effect on the Liability of the School District**

The Kenosha School of Technology Enhanced Curriculum will adhere to all federal, state, and local regulations (pertaining to liability) and to the Board's insurance and risk management requirements. All charter schools will adhere to the KUSD Code of Ethics.

### **Termination of Contract**

This contract may be terminated if any of the following conditions are met:

Mutual Agreement: Both parties (KUSD and KTEC) agree in writing to termination.

Contract Violation: If the KUSD Board determines that the school is in violation of this charter contract.

Educational Goals: If the KUSD Board determines that the charter students have failed to make sufficient progress towards educational goals. If an extension of time to attain such goals is requested in writing, such requests shall include a written plan (which is acceptable to the district) that sets out the additional steps that the school will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of the school's written plan for attaining educational goals shall be final.

Fiscal Management: If the KUSD Board determines that the charter school has failed to comply with generally accepted accounting standards and Board policy.

Violation of WI Stat 118.40: If the KUSD Board determines that the charter is in violation of Wisconsin Statute 118.40.

Insolvency: If the KUSD Board determines that charter's revenues are insufficient to pay its expenses.

**Notice**

Whenever under this contract notice must or may be given to the other party, (KUSD or Charter) or whenever information may or must be provided to the other party, the party who may or must give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided:

To: the Board  
Curriculum

To: Kenosha School of Technology Enhanced Curriculum

Dr. Michele Hancock  
Superintendent of Schools  
Kenosha Unified School District

Dr. Angela Andersson  
Principal  
Kenosha School of Technology Enhanced Curriculum

3600 – 52<sup>nd</sup> Street  
Kenosha, WI 53144  
Telephone: 262-359-6320  
Facsimile: 262-359-7672

6811 18<sup>th</sup> Ave  
Kenosha, WI 53143  
Telephone: 262-359-3800  
Facsimile: 262-359-2194

In witness whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

**The Board of Education for the  
Kenosha Unified School District**

**Kenosha School of Technology  
Enhanced Curriculum**

**By:**\_\_\_\_\_

**By:**\_\_\_\_\_

**Date:**\_\_\_\_\_

**Date:**\_\_\_\_\_



**KENOSHA UNIFIED SCHOOL BOARD**  
**PLANNING/FACILITIES/EQUIPMENT MEETING**  
Educational Support Center – Room 110  
November 12, 2013  
**MINUTES**

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Mr. Nuzzo was called to order at 5:40 P.M. with the following Committee members present: Mrs. Coleman, Mrs. Snyder, Mr. Valeri, Mrs. Bothe, and Mr. Nuzzo. Dr. Hancock was also present. Mr. Zielinski was excused. Ms. Iqbal was absent.

**Approval of Minutes – October 8, 2013 (2 sets)**

Mrs. Coleman moved to approve the minutes as contained in the agenda. Mrs. Snyder seconded the motion. Unanimously approved.

**Cost Estimate For eSchool Transition to the Jefferson Annex**

Mr. Kristopher Keckler, Executive Director of Information & Accountability, and Mr. Patrick Finnemore, Director of Facilities, presented the Cost Estimate for the eSchool Transition to the Jefferson Annex as contained in the agenda. They indicated that due to the growth of eSchool program the recommendation is to use the first floor of the Jefferson Annex to address the needs of the program. The estimated cost for the expected renovations total \$162,500. It is proposed that \$78,000 be incurred in the current fiscal year (FY 2014) and \$84,500 be part of the 2015 fiscal year budget.

Mrs. Snyder moved to forward the eSchool transition proposal to the November 26, 2013, regular school board meeting for approval. Mr. Valeri seconded the motion. Unanimously approved.

**Information Items**

Mr. Finnemore presented the Utility Budget & Energy Savings Program Update as contained in the agenda and there were no questions from Committee members.

Mr. Finnemore presented the Capital Projects Update. He noted that Lance Middle School Gym Divider Project, which consist of the replacement of the wooden gym divider with a vinyl curtain, was added since the last update. He then updated the Committee on the key accomplishments over the last month and answered questions from Committee members.

Meeting adjourned at 5:54 P.M.

Stacy Schroeder Busby  
School Board Secretary



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT PLANNING/FACILITIES/EQUIPMENT &**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
November 12, 2013  
**MINUTES**

A joint meeting of the Kenosha Unified Planning/Facilities/Equipment and Personnel/Policy Committees chaired by Mr. Nuzzo was called to order at 5:54 P.M. with the following Committee members present: Mrs. Coleman, Mrs. Snyder, Mr. Valeri, Mrs. Bothe, Mr. Bryan, Mr. Flood, Mrs. Snyder, Ms. Burns, Ms. Butler, Ms. Hamilton, Ms. Dahl, and Mr. Nuzzo. Dr. Hancock was also present. Mr. Zielinski was excused. Ms. Iqbal, Ms. Morrison and Ms. Morgan were absent.

**Proposed Changes to Facilities Policies**

Mr. Patrick Finnemore, Director of Facilities, presented the Proposed Changes to Facilities Policies. He indicated that since the last time the facilities related policies were updated there have been some changes in the processes and/or terminology that the District uses; therefore, the policies were updated. He noted that discussion summaries for any additional proposed changes were included in the agenda to help explain the reasoning behind the proposed changes.

Mrs. Bothe moved to forward the facilities related policy changes to the full Board for a first reading. Mr. Flood seconded the motion. Unanimously approved.

**Future Agenda Items**

Mr. Finnemore indicated that he would be bringing a building related issue forward next month.

Meeting adjourned at 6:00 P.M.

Stacy Schroeder Busby  
School Board Secretary



KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

December 3, 2013

Informational Report

**CAPITAL PROJECTS UPDATE**

**2013-14 Major Maintenance Projects:**

The majority of the major maintenance projects for the 2013-14 fiscal year have been completed. As mentioned last month, we added a project for the replacement of the gym divider at Lance Middle School. The new curtain was installed on November 15, 2013. We have finished the development of the major maintenance plan for next year, and will be bringing that to the Planning, Facilities, and Equipment Committee in either January or February once firm cost estimates have been finalized.

**Act 32 Energy Efficiency Projects:**

The School Board approved implementation of energy efficiency projects at nine elementary schools over the course of the next two years at the August 27, 2013 regular Board meeting. No costs have been billed as of the date this report was written, so a financial update is not being included at this time but that will become a regular feature of this report in the next month or two.

In regards to key accomplishments in the last month, a number of things have happened including the following:

- The HVAC and HVAC controls designs have been completed for the 5 schools scheduled for 2014 construction and are currently in the competitive bid process with bids due in the middle of December.
- Bid packages for the roof projects for the 2014 schools were also issued this month with bids due next week.
- We are working on the associated asbestos abatement plans and will include that work in our proposed major maintenance plan for 2014-15. As mentioned last month, that work will be managed and implemented by KUSD outside of our agreement with Performance Services per our RFP.
- The exterior designs for Harvey and Vernon schools have been completed and we have reviewed them with the City of Kenosha Department of City Development.
- The design for the window replacement projects at Grewenow and Forest Park are nearing completion.

- The lighting designs for the 2014 projects have been completed and are also out to bid. We have included an alternate to obtain pricing for LED lighting at both Bose and Grant schools since both schools have conventional lay-in fixtures which is the segment of the LED market that has become the most competitive pricing-wise with fluorescent fixtures. The exterior wall pack lighting at all nine schools will be LED which is an initiative we are in the process of converting all district schools to.

### **Security Projects:**

We are well underway on implementation of the security related improvements associated with this first year of a three-year plan approved by the Board at the June 25, 2013 meeting. Some of the key accomplishments since the project was approved include:

- The district-wide integrated camera system design has been completed and the installation of the Network Video Recorders (NVRs) at each building by the district maintenance department is well underway. NVRs have been installed at all of the schools (14 elementary schools and Lincoln Middle School) that did not have a camera previously and now all of those schools have one camera at the main entrance. We have also installed NVRs at the ESC, Pleasant Prairie, Nash, Forest Park, and Mahone. It will be several months before the installation of NVRs is complete at all buildings. The remainder of the camera purchases and installations will occur in the second and third year of the project.
- The doorbell installation for the elementary schools that did not have them to support pick-up of students from the after school programs has been completed.
- We continue to install the VoIP gateways at all of the schools that did not have VoIP. The installations are going well and we will have VoIP phones for the main offices for all of the schools installed and operating by the end of January with the majority of schools completed by the end of winter break.
- The Informacast notification system is dependent on installation of the VoIP systems, and will be ordered in December for a prorated subscription amount for the remainder of the fiscal year.

Dr. Michele Hancock  
Superintendent of Schools

Mr. Patrick Finnemore, PE  
Director of Facilities



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT PLANNING/FACILITIES/EQUIPMENT &**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
November 12, 2013  
**MINUTES**

A joint meeting of the Kenosha Unified Planning/Facilities/Equipment and Personnel/Policy Committees chaired by Mr. Nuzzo was called to order at 5:54 P.M. with the following Committee members present: Mrs. Coleman, Mrs. Snyder, Mr. Valeri, Mrs. Bothe, Mr. Bryan, Mr. Flood, Mrs. Snyder, Ms. Burns, Ms. Butler, Ms. Hamilton, Ms. Dahl, and Mr. Nuzzo. Dr. Hancock was also present. Mr. Zielinski was excused. Ms. Iqbal, Ms. Morrison and Ms. Morgan were absent.

**Proposed Changes to Facilities Policies**

Mr. Patrick Finnemore, Director of Facilities, presented the Proposed Changes to Facilities Policies. He indicated that since the last time the facilities related policies were updated there have been some changes in the processes and/or terminology that the District uses; therefore, the policies were updated. He noted that discussion summaries for any additional proposed changes were included in the agenda to help explain the reasoning behind the proposed changes.

Mrs. Bothe moved to forward the facilities related policy changes to the full Board for a first reading. Mr. Flood seconded the motion. Unanimously approved.

**Future Agenda Items**

Mr. Finnemore indicated that he would be bringing a building related issue forward next month.

Meeting adjourned at 6:00 P.M.

Stacy Schroeder Busby  
School Board Secretary



**KENOSHA UNIFIED SCHOOL BOARD**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
November 12, 2013  
**MINUTES**

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Bryan was called to order at 6:01 P.M. with the following Committee members present: Mr. Flood, Mrs. Snyder, Ms. Burns, Ms. Butler, Ms. Hamilton, Mrs. Dahl, and Mr. Bryan. Dr. Hancock was also present. Ms. Morrison and Ms. Morgan were absent.

**Approval of Minutes – October 8, 2013 (3 sets)**

Mr. Flood moved to approve the minutes as contained in the agenda. Mrs. Coleman seconded the motion. Unanimously approved.

**Wisconsin Educator Effectiveness System Implementation**

Mr. Edward Kupka, Director of Human Resources, presented the Wisconsin Educator Effectiveness System Implementation as contained in the agenda. He indicated in April, 2011 Wisconsin Action 166 took effect which requires DPI to develop an educator effectiveness evaluation system and an equivalency process aligned with the state system to assist school districts in the evaluation of the performance of teachers and principals. An Evaluation Team was formed to investigate the state system and equivalency process to determine the District's course of action, complete a Readiness Survey provided by DPI, and to create a timeline and action plan to prepare for the implementation by the 2014-15 school year. As a result of the Evaluation Team's comparison study, monthly meetings with DPI, discussions with the large urban school districts, and a review by the Leadership Council, the recommendation is to move forward with the DPI state model utilizing Teachscape. It is further recommended that permission be granted to submit the state grant application and indicate the intent to utilize Teachscape so that licenses can be secured for employees to begin training and evaluator certification processes in time for the Evaluation Team to proceed with the timeline.

Mr. Flood moved that the Wisconsin Education Effectiveness System Implementation be forwarded to the full Board for consideration. Ms. Burns seconded the motion. Unanimously approved.

**Policy 1400 – Gifts, Grants, and Bequests**

Ms. Dahl indicated that she made the inquiry on whether or not there was a policy in existence for employee gifts. There were no recommended changes pertaining to the policy.

### **Policy/Rule 5431 – Student Dress Code**

Flood introduced Policy/Rule 5431 – Student Dress Code and indicated that he is requesting the proposed changes as he felt it would be fair to student while reducing the burden on Administration and other staff in regards to enforcement.

Mr. Flood moved to approve the revisions of Policy/Rule 5431 – Student Dress Code with the additional revision of “to cover the mid-section” to “to fully cover the gluteus maximus” in the last sentence of the “Bottoms” section of the Rule. Ms. Burns seconded the motion. Discussion followed.

Dr. Hancock suggested that a Dress Code Ad Hoc Committee be formed, as done in the past, and that Policy/Rule 5431 – Student Dress Code be reviewed by that Committee. Mr. Bryan and Mrs. Coleman agreed with Dr. Hancock’s suggestion.

Mr. Flood with withdrew his motion to approve the revisions of Policy/Rule 5431 – Student Dress Code with the additional revision of “to cover the mid-section” to “to fully cover the gluteus maximus” in the last sentence of the “Bottoms” section of the Rule.

Mr. Flood moved to forward Policy/Rule 5431 – Student Dress Code with to the full Board for approval of only the suggested changes in the last paragraph of the Rule. Mrs. Snyder seconded the motion. Unanimously approved.

Mr. Flood requested that the members of the Personnel/Policy Committee be invited to serve on a member of the Dress Code Ad Hoc Committee.

### **Information Items**

There were no questions or comments on the Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations.

### **Future Agenda Items**

Mr. Flood requested that Policy 8850 – School Board Committees and Policy 8870 – Public Participation at School Board Meetings be added to the agenda for next month’s meeting.

Meeting adjourned at 6:24 P.M.

Stacy Schroeder Busby  
School Board Secretary



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT PERSONNEL/POLICY AND**  
**AUDIT/BUDGET/FINANCE MEETING**  
Educational Support Center – Room 110  
November 12, 2013  
**MINUTES**

A joint meeting of the Kenosha Unified Personnel/Policy and Audit/Budget/Finance Committees chaired by Mr. Bryan was called to order at 6:27 P.M. with the following Committee members present: Mr. Flood, Mrs. Snyder, Ms. Burns, Ms. Butler, Ms. Hamilton, Ms. Dahl, Mrs. Taube, Mr. Nuzzo, Mr. Kent, Mr. Aceto, Mr. Dawson, Mr. Holdorf, Ms. London, and Mr. Bryan. Dr. Hancock was also present. Ms. Marcich was excused. Ms. Morrison, Ms. Morgan, and Mr. Coleman were absent.

**Policy/Rule 3110 – Annual Operating Budget, Policy/Rule 3111 – School Board Budget, Policy Rule 3112 – Budget Administration, Policy/Rule 3113 – Fiscal Impact Statement, Policy/Rule 3121 – Financial Accounting, Policy/Rule 3122 – Account Receivable/Uncollectible Accounts, and Policy/Rule 3323 – Fund Balance**

Mr. Tarik Hamdan, Interim Chief Financial Officer, indicated that per Board request the Finance management team reviewed the foregoing policies. He indicated that other than Policy 3323 – Fund Balance, which added the Governmental Accounting Standards Board Statement 54 (GASB 54) classifications for fund balance designation, the recommended changes consisted of minor changes to update the policy to align with current processes and/or terminology that the District currently uses.

Mr. Flood moved to forward agenda items A-G (Policy/Rule 3110 – Annual Operating Budget, Policy/Rule 3111 – School Board Budget, Policy Rule 3112 – Budget Administration, Policy/Rule 3113 – Fiscal Impact Statement, Policy/Rule 3121 – Financial Accounting, Policy/Rule 3122 – Account Receivable/Uncollectible Accounts, and Policy/Rule 3323 – Fund Balance) to the full Board for approval. Mrs. Snyder seconded the motion. Unanimously approved.

**Information Items**

Mrs. Sheronda Glass, Executive Director of Business Services, indicated that at the October 8, 2013 Committee meeting information was requested regarding the Procedure for Food Service Negative Lunch Balances and that a summary of the information requested along with the answers are included in the agenda. Ms. Cindy Gossett, Director of Food Services, answered questions from Committee members.

**Future Agenda Items**

There were no future agenda items noted.

Meeting adjourned at 6:42 P.M.

Stacy Schroeder Busby  
School Board Secretary

Kenosha Unified School District  
Kenosha, Wisconsin

December 3, 2013  
Personnel/Policy Standing Committee

**School Board Policy 8850 – School Board Committees**

Rationale: Students are largest stakeholder in the district and should therefore have a large say in the districts issues. I am proposing these policy changes in order to support the strength of the student voice and opinion.

Kyle Flood  
School Board Clerk

POLICY 8850  
SCHOOL BOARD COMMITTEES

The School Board believes committees can be useful in the decision-making process and in the conducting of Board business. By using a Board committee structure, the Board is able to conduct its business in an efficient and effective manner, study issues facing the District more in depth, and take more ownership in things happening in the District. The committee structure is designed to assist the Board in the conducting of Board business; it is not intended to take away a Board member's opportunity to ask questions or to be involved in the decision-making process.

The Board shall have four standing committees: (1) Audit, Budget and Finance, (2) Curriculum and Program, (3) Planning, Facilities and Equipment, and (4) Personnel and Policy. Each standing committee shall consist of three Board members. A quorum of the committee shall be a minimum of two (2) Board members. The Board President shall appoint Board members to standing committees in accordance with established procedures. No Board member may serve on more than two standing committees. The Board President shall select the committee chair. The committee chair may seek ~~to~~ six qualified community members and, ~~at the discretion of the chair one non-voting~~ **two students to serve on the committee** ~~advisor to serve in an advisory capacity~~. Every attempt will be made to have these committees reflect the diversity of the District. Community member appointments shall be made in accordance with established procedures. The term of appointment to a standing committee will be for two years for community ~~members~~ and student ~~advisors~~ **members**, with option of renewal at the chair's discretion.

Whenever possible, terms will be staggered. It is expected that ~~community~~ **all committee** members will attend at least 80% of the meetings of the standing committee to which they have been appointed. Consistent with Board policy concerning Board officers, the chair of each committee may not serve as committee chair for more than two consecutive years.

The Board may establish other standing and temporary ad-hoc committees from time to time as needed. The Board President shall make such committee appointments in the same manner as other standing committee appointments.

The Board President shall serve as an ex-officio member of all standing and temporary committees of the Board.

The function of all Board committees should be fact-finding, deliberating and advising, but not legislating or policymaking. Each Board committee shall be assigned specific duties. All policymaking actions taken by a Board committee shall be subject to ratification and approval of the Board. For policy-related items, the Board will have a first and second reading of the recommended policy before final policy adoption. The policy readings shall occur at separate Board meetings.

Public notice shall be given for all Board committee meetings in accordance with state law and Board policy.



POLICY 8850  
SCHOOL BOARD COMMITTEES  
Page 2

LEGAL REF.: Wisconsin Statutes

Sections 19.82 [Open meeting law definitions]  
19.84 [Public notice requirement]  
19.85 [Reasons for closed session]  
19.89 [Exclusion of members from meetings]

CROSS REF.:

8412, School Board Officer Duties  
8510, School Board Policy Development and Revision  
8711, Public Notification of School Board Meetings  
8810, Rules of Order  
8860, Citizen Advisory Committees  
8870, Public Participation at School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 8, 1993

REVISED: April 21, 1998  
July 13, 1999  
February 22, 2000  
July 10, 2001  
July 28, 2009

DELETED: June 25, 2002

REAFFIRMED: May 13, 2003  
December 19, 2006  
June 22, 2010

RULE 8850  
SCHOOL BOARD COMMITTEES

A. Committee Appointment Process

1. The Board President shall appoint Board members to standing committees immediately following the School Board's annual organizational meeting. Such appointments shall be made, in order, as follows:
  - a. by seeking volunteers and making appointments based on Board member interest
  - b. by direct appointment of Board members to specific committees
2. Community members may be appointed to serve as members on standing committees as outlined in Board policy. Such appointments shall be made, in order, as follows:
  - a. by encouraging volunteers that reflect the diverse student population
  - b. by seeking volunteers and making appointments based on citizen interest
  - c. by direct appointment of the committee chair with approval of the Board President
  - d. by appointment of the Board President

B. Standing Committee Operating Procedures

1. Whenever possible, policy items to be considered by the Board shall be introduced to the standing committee at a monthly committee meeting. Any item referred to a standing committee must come back to the full Board within 30 days, unless a motion by the standing committee to further review the item is determined.
2. Standing committees, unless canceled by the committee Chair or Board President shall meet once each month. Additional meetings will be scheduled by the chair as necessary. Meetings shall be limited in length to one hour or less.
3. The committee chairs, the Superintendent of Schools and designated administrators shall meet to establish meeting agendas for standing committees. This process will ensure the orderly flow of information and the effective operation of the Board and committees. Committee agenda items are limited to those referred by the Board President, committee chairs and designated administrators. Meeting agendas must be published at least five working days prior to a scheduled meeting.
4. Administrators and other District staff, as appropriate, will be requested to serve in an advisory capacity to standing committees and/or to provide necessary support resources.
5. Committee meetings shall be conducted in accordance with *Robert's Rules of Order Revised*.
6. Any Board member or citizen may attend a standing committee and may speak to any item on the agenda. However, only committee members may vote on agenda items.
7. Minutes shall be kept of all standing committee meetings. The minutes shall be distributed to all Board members in order to keep the full Board informed of matters discussed at committee meetings. Committee meeting minutes shall also be made available for inspection by the public in accordance with state law and the Board's policy on access to public records.
8. Standing Committee updates will be included as an agenda item for all regular Board meetings.
9. Motions that have come from committee shall appear on a regular meeting agenda, and shall contain the committee's recommendation, and include comments of dissent, in addition to Administration's recommendation.

RULE 8850  
SCHOOL BOARD COMMITTEES  
Page 2

C. Specific Duties of Standing Committees

BOARD OF EDUCATION  
ORGANIZATIONAL CHART – COMMITTEES

<u>Audit, Budget and Finance Committee</u>	<u>Curriculum and Program Committee</u>	<u>Planning, Facilities and Equipment Committee</u>
<ul style="list-style-type: none"><li>• Assist in the preparation and development of the Board and District's annual budget</li><li>• Review all monthly budget expenditures and all budget modifications, changes, etc., throughout the year</li><li>• Review all budgets related to grants submitted and/or awarded</li><li>• Review all proposed Board policies related to budget and finance matters</li><li>• Assist in the planning and completion of the District's management, financial, and program audits, including the AASA audit</li><li>• Review any audit findings and prepare recommended action plans</li><li>• Strategic Plan – Strategic planning will have a financial impact as the plan proceeds toward implementation. The Audit, Budget and Finance Committee will review the strategic planning budget and implications to overall District budget.</li></ul>	<ul style="list-style-type: none"><li>• Review all matters related to existing or new curriculum and programs</li><li>• Review survey, test and evaluation results of the District</li><li>• Monitor curriculum adoption and implementation schedule</li><li>• Review all grant proposals in terms of program components</li><li>• Review teaching materials, book selections, etc.</li><li>• Review all proposed Board policies related to education, teaching or support programs</li><li>• Review comprehensive staff development plan and implementation</li><li>• Strategic Plan – Many initiatives of Strategic Plan will have significant curriculum implications. As initiatives are identified and implemented, it is appropriate that the Curriculum and Program Committee be kept apprised of their process.</li></ul>	<ul style="list-style-type: none"><li>• Assist in the preparation and updating of the District's five-year capital improvement budget</li><li>• Review the implementation of all expenditures related to facilities and equipment</li><li>• Assist in establishing of building standards for each type of educational facility</li><li>• Review and update the District's comprehensive technology and administrative computer plan</li><li>• Work with community groups to develop a financial plan to accommodate the implementation of the District's physical plant plans</li><li>• Review all proposed Board policies related to planning facilities and equipment</li><li>• Strategic Plan – A portion of the strategic plan that involves facilities or accommodations within facilities will be reviewed by this committee.</li></ul>

BOARD OF EDUCATION  
ORGANIZATIONAL CHART – COMMITTEES

<u>Personnel and Policy Committee</u>	<u>Ad-Hoc Committee</u>
<ul style="list-style-type: none"><li>• All employment of staff and related issues concerning staff would be addressed through this committee</li><li>• Bargaining of Labor Contracts – All contracts that are bargained would be reviewed with recommendations forwarded to the full Board</li><li>• Review all personnel transactions, job descriptions, hiring, etc.</li><li>• Prepare and update annual student enrollment projections</li><li>• Policy Development – All policy development would receive first readings through Personnel and Policy Committee</li><li>• Strategic Plan – Any issues of personnel or policy that may come out of plan will be reviewed by this committee. Those issues endorsed by this committee would be forwarded to the full Board for approval.</li></ul>	<ul style="list-style-type: none"><li>• Ad-hoc committee(s) are appointed by the Board President</li><li>• Their responsibilities are based on the task(s) for which they are assigned</li><li>• Ad-hoc committees are not standing committees and have a limited term</li></ul>

POLICY 5431  
STUDENT DRESS CODE

The Kenosha Unified School District Board is committed to providing students with an educational environment that is safe and conducive to learning free from distractions. The District retains the right to monitor and take action when such distractions, in the sole judgment of the District, present a health or safety hazard, or disrupt classroom settings or decorum.

All exceptions to this policy and rule, based on religious beliefs or medical conditions, requested by the parent or guardian must be documented and approved by the Superintendent/designee.

**LEGAL REF.:** Wisconsin Statutes

Sections: 118.001 Duties and powers of school boards; construction of statutes  
20.13(1)(a) School board powers  
First Amendment, U.S. Constitution

**CROSS REF.:** 5431.1 School Uniforms  
5438 Gangs and Gang-Related Activities

**AFFIRMED:** August 13, 1991

**REVISED:** January 11, 1994  
September 9, 1997  
May 22, 2007  
September 22, 2009  
October 26, 2010

RULE 5431  
STUDENT DRESS CODE

All students are expected to exemplify appropriate hygiene and dress standards in a manner that projects an appropriate image for the student, school, and District. The District shall not require specific brands of clothing. No student shall be permitted to wear any clothing which is normally identified with a gang or gang-related activity (including gang-related colors if for purposes of gang identification), or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages, or messages of hostility toward race, ethnicity, religion, or sexual orientation. If there is a disagreement between students and/or parents and the staff regarding the appropriateness of clothing, the principal will make the final determination.

Students at the middle and high school levels will be required to ~~wear~~ **produce** student identification (I.D.'s) during the school day and have them easily accessible during all school activities (academic, extra-curricular, co-curricular). **Students in sixth and ninth grade will wear their I.D.'s for the first 30 days of the school year.**

Bottoms (dress pants, capris, shorts, skirts, skorts, dresses, jeans, khakis, sweat pants, **leggings/yoga pants**)

Must fit appropriately and not be **excessively** baggy, tight, or drag on the floor **as determined by building administration**;

Must be at the waist and appropriately fastened with belts when needed;

Must be neat, clean and in appropriate repair, ~~no holes, or~~ **excessive** tears **as determined by building administration**;

Underwear must be covered at all times, when standing or seated;

Dresses, skirts, skorts, and shorts must be at least fingertip length when standing.

**If leggings or yoga pants are worn as bottoms, tops must be long enough to fully cover the gluteus maximus.**

Tops

Must be long enough to be tucked in, no skin showing between bottoms and tops when seated or standing;

Must cover chest at all times;

Must have sleeves **that are as long as the width of three fingers at a minimum**;

**Spaghetti straps will be allowed at the elementary level only**;

Must be neat, clean and in appropriate repair, no holes or tears; and

Must fit appropriately and not be **excessively** tight or baggy **as determined by administration**.

Footwear

Athletic shoes, laced shoes, shoe boots, loafers, dress shoes, or sandals.

Inappropriate attire:

See through fabric without opaque fabric lining;

Pajamas, undershirts or undergarments as outerwear;

~~Leggings worn as bottoms~~;

Attire that may be considered weapons, including but not limited to chain belts or wallet chains;

Jewelry, piercing, tattoos or similar artifacts that are obscene or may cause disruptions to the educational environment;

Hoods, hats, caps, bandanas, sweatbands, ~~skull~~ caps, plastic hair bags, hair nets, or do rags within the building;

RULE 5431  
STUDENT DRESS CODE  
PAGE 2

House slippers, or any other type of footwear that could constitute a safety hazard;  
Steel-toed boots or shoes;  
Any type of footwear with wheels;  
Hobnails, spurs or cleats on belts, boots, or shoes;  
Flip flops, clogs or sandals without back strap in PK – 5<sup>th</sup> grade.

It shall be left to the discretion of the principal/designee whether or not a student is in compliance with the student dress code policy. Students who violate the rules for school attire will have the options to put on clothing that is appropriate, ~~or to contact parent or guardian to bring in appropriate clothing or to change into appropriate clothing and return to school.~~ The principal/designee may call a conference with the parent/guardian, students and counselor to assist with compliance. Repeated violations of school attire rules will constitute disciplinary action.