



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

June 14, 2016

6:00 P.M. Curriculum/Program

Please Note: June 2016 Planning/Facilities/
Equipment, Personnel/Policy and Audit/Budget/
Finance Committee meetings have been canceled.

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Standing Committee Meetings
June 14, 2016
Educational Support Center

I. CURRICULUM/PROGRAM - 6:00 P.M.

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| A. Approval of Minutes - May 10, 2016 Joint Audit/Budget/Finance and Curriculum/Program and May 10, 2016 Curriculum/Program | 3 |
| B. Adoption of Instructional Materials for K-5 Social Studies | 6 |
| C. Adoption of Instructional Materials for High School Mathematics | 10 |
| D. Future Agenda Items | |
| 1. Head Start Semi-Annual Report - July | |
| E. Adjournment | |

**Please Note: June 2016 Planning/Facilities/Equipment,
Personnel/Policy and Audit/Budget/Finance Committee Meetings
have been canceled.**

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.
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KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
May 10, 2016
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mr. Kunich was called to order at 6:30 P.M. with the following committee members present: Ms. Stevens, Mr. Wade, Mr. Kent, Mr. Aceto, Mr. Holdorf, Mr. Leipski, Mr. Lawler, Mr. Balk, Mr. Garcia, Mrs. Snyder, Ms. Karabetsos, Mrs. Wickersham, and Ms. Nielsen. Ms. Dawson and Ms. Riese were excused. Mr. Battle, Mrs. Santoro and Mr. Wojciechowicz were absent. Dr. Savaglio-Jarvis was also present.

Request to Submit the Academic Parent-Teacher Team School Continuation Grant and Planning and Implementation Grant Applications for the 2016-17 School Year

Ms. Julie Housaman, Assistant Superintendent of Teaching and Learning, presented the Request to Submit the Academic Parent-Teacher Team School Continuation Grant and Planning and Implementation Grant Applications for the 2016-17 School Year. She explained that this is a continuation grant for Frank Elementary in the amount of \$10,000 and a planning and implementation grant for EBSOLA-Creative Arts in the amount of \$27,000. Ms. Housaman said that the APTTs model replaces traditional parent-teacher meetings. Classroom teachers invite families to participate in 3 75-minute group meetings and 1 30-minute individual parent-child session annually. During APTTs meetings teachers share actionable data, review grade-level skills, and demonstrate concrete activities families can do at home to help students master skills. Families practice the learning activities, and each family reviews their child's progress data to set a 60-day academic goal individualized to their child's needs. This alternative conference system is designed to: help parents participate in supporting their child's learning at home; provide an opportunity for families from the same classroom to work together and possibly form support networks; increase parent knowledge of how data is used in the classroom; and provide an opportunity for parents to get to know the teacher. APTTs replace traditional parent-teacher conferences. Ms. Housaman noted that this model is a win-win as it is a process which can be replicated even when the grant is no longer available.

Ms. Stevens moved that the joint committee forward this request to submit the Academic Parent Teacher Team School Continuation Grant Application and the Academic Parent-Teacher Team Planning and Implementation School Grant Application for the 2016-17 school year to the school board for approval. Mrs. Snyder seconded the motion. Unanimously approved.

Ms. Stevens said she hopes to receive a report detailing the results of the grant.

Request to Submit the Wisconsin Fitness Center Award for the 2016-17 School Year

Ms. Julie Housaman, Assistant Superintendent of Teaching and Learning, presented the Request to Submit the Wisconsin Fitness Center award for the 2016-17 School Year. She explained that the National Foundation for Governors' Fitness Councils (NFGFC) seeks to improve youth physical fitness by recognizing schools that actively promote physical activity and well-ness to students. The NFGFC will select three schools in Wisconsin to receive equipment for a state-of-the-art fitness center. A donation of fitness equipment worth

approximately \$100,000 each will be granted to three eligible schools in the state. The award includes strength training equipment, cardio fitness equipment, and interactive exercise games. The award also includes the design, delivery, and installation of the equipment within the school's existing structure. Edward Bain School of Language and Art—Creative Arts and Dual Language, Frank Elementary School, and Washington Middle School are requesting approval to submit a grant proposal for this project. The Office of Facilities Services has analyzed the targeted space at the schools and confirmed that each space will meet the minimum grant requirements. Each school will develop a robust plan that will detail the features of their existing physical education programs, describe how the fitness equipment would fill unmet needs of the student population, and engage the community in physical fitness. Schools will be responsible for equipment maintenance and any repairs that may be necessary.

Mr. Wade moved to forward the request to submit and implement the Wisconsin Fitness Center Grant for the 2016-17 school year to the board of education for approval. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Stevens moved to adjourn the meeting. Mr. Aceto seconded the motion. Unanimously approved.

Meeting adjourned at 6:39 P.M.

Kathleen DeLabio
Executive Assistant to the Superintendent



KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
May 10, 2016
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Wade was called to order at 6:41 P.M. with the following committee members present: Mr. Garcia, Mrs. Snyder, Mrs. Karabetsos, Mrs. Wickersheim, Ms. Nielsen and Mr. Wade. Dr. Savaglio-Jarvis was also present. Ms. Riese was excused. Mrs. Santoro and Mr. Wojciechowicz were absent.

Approval of Minutes – April 12 , 2016 Joint Curriculum/Program

Mr. Garcia moved to approve the minutes as presented in the agenda. Mrs. Karabetsos seconded the motion. Unanimously approved.

Act 55 – Notice of Academic Standards

Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning, presented the Act 55 – Notice of Academic Standards. She said that on July 12, 2015, the Wisconsin 2015-17 State Budget Bill, Act 55, was signed into law. It requires Kenosha Unified School District to provide the parents and guardians of all enrolled students with notice of the academic standards in mathematics, science, reading and writing, geography and history that have been adopted by the school board and that will be in effect during each school year. Accordingly, the district academic standards that will be in effect in these specific content areas for the 2016-17 school year are early learning, English/language arts, mathematics, science and social studies. Additionally, with regards to emphasizing content-area literacy in all subjects, the Kenosha Unified School District has adopted the Common Core Standards for Disciplinary Literacy.

Ms. Nielsen moved that the Curriculum/Program Standing Committee forward the annual declaration and parent notice of the district's student academic standards that will be in effect for the 2016-17 school year to the full board for approval. Mr. Garcia seconded the motion. Unanimously approved.

Future Agenda Items

Mr. Wade noted that the Head Start Semi-Annual Report was scheduled for presentation in July.

Mr. Wade welcomed Mr. Garcia to the Curriculum/Program committee.

Mr. Garcia moved to adjourn the meeting. Mrs. Snyder seconded the motion. Unanimously approved.

Meeting adjourned at 6:44 P.M.

Kathleen DeLabio
Executive Assistant to the Superintendent

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

June 14, 2016
Curriculum/Program Standing Committee

**ADOPTION OF INSTRUCTIONAL MATERIALS FOR
KINDERGARTEN THROUGH FIFTH GRADE SOCIAL STUDIES**

Background

The current kindergarten through fifth grade social studies resources were published in 2002 by Holt and McDougal-Littell. These materials are severely out of date, and in many instances are no longer in a useable condition. As a result teachers have been supplementing the existing materials with resources they have found on their own.

Rationale for Curriculum Update

Existing social studies resources were published 14 years ago. As teachers seek their own resources to supplement these out-of-date materials there is no longer consistency in materials between classrooms or schools. This provides challenges for students transferring between schools, and it creates an additional barrier in identifying gaps in the curriculum. As it exists now, the limited resources are creating a fragmented approach to teaching social studies across the district—limiting what is taught, learned, and assessed.

Instructional Materials Review Process

Teachers, instructional coaches, and administrators began the material review process in October 2015 (Appendix A [[click here](#)]). Teachers were grouped in grade level teams to evaluate teacher resources, student textbooks, and ancillary materials received from multiple publishers. This process was beneficial in identifying the criteria to provide the best opportunity for student success in the request for purchase (RFP).

Kenosha Unified School District's Office of Finance released an RFP in late February 2016. Seven publishers responded to the RFP. The proposals from McGraw-Hill and Pearson Education closely matched the district-identified criteria to maximize student achievement. On April 21, 2016, elementary teachers were invited to presentations provided by McGraw-Hill and Pearson Education. The feedback provided from participants at these sessions was focused on the:

- Usability of materials
- Ability to integrate social studies curriculum with the informational and nonfiction English/language arts (E/LA) curriculum
- Alignment of resources with the social studies standards and curriculum

Instructional materials and resources from both finalists were on display at the Educational Support Center from May 2, 2016, through May 13, 2016. Instructional staff and community were invited via the Kenosha Unified School District Facebook page and the Kenosha Unified School District web page (Appendix B [[click here](#)]) to peruse the materials and provide feedback (Appendix C [[click here](#)]).

As a result of the feedback, investigation, and publisher presentations, the kindergarten through fifth grade *myWorld Social Studies* series published by Pearson Education was selected as the curriculum resource for Kenosha Unified School District. Appendix D ([click here](#)) provides a sample of responses gathered from teachers and community members.

NEW MATERIAL BENEFITS

- Support the content teaching standards, big ideas, and essential questions outlined in the district social studies curriculum.
- Supplement the nonfiction English/language arts (E/LA) standards to ensure students are balancing nonfiction materials in their learning.
- Align to E/LA curriculum and instructional resources to maximize instructional time for both content areas.
- Provide resources to support all learner needs (e.g., students learning a second language, students needing scaffolded support above or below grade level, etc.).
- Provide a variety of high-quality literature with strong student interest. The literature also supports interdisciplinary units of instruction.

IMPLEMENTATION

Purchase of the kindergarten through fifth grade *myWorld Social Studies* series in June 2016 will allow the district to provide immediate impact to the learning of elementary students. Additionally, the timing of the purchase allows materials to be delivered in time for the initial professional learning session for all kindergarten through fifth grade teachers on August 29, 2016. Pearson Education representatives will provide grade-level-specific training focused on the program components of the *myWorld Social Studies* series. Additional training will be provided to support teachers in the integration of social studies and E/LA curriculum.

The materials support the Kenosha Unified School District social studies curriculum, and there is a seamless integration with the E/LA curriculum that will maximize student exposure to and mastery of disciplinary literacy standards. The following professional learning sessions will be provided:

DATE	TOPIC	AUDIENCE	PROVIDER
Summer 2016	Curriculum integration (E/LA and social studies)	Curriculum Design Team (kindergarten through fifth grade instructional staff)	Coordinator of social studies Coordinator of E/LA
August 29, 2016	Introduction to <i>myWorld Social Studies</i>	Elementary instructional staff	Pearson Education
October 2016	Implementation follow-up and support	Elementary instructional staff	Pearson Education
September 2016 through May 2017	Various workshops to support curriculum implementation and the integration of social studies and E/LA curriculum	Elementary instructional staff	Curriculum Design Team members Coordinator of social studies Coordinator of E/LA

Kindergarten through fifth grade social studies will begin Phase 4 of the curriculum development process in September 2016. Throughout the school year, the coordinator of social studies will work with the curriculum design team, instructional coaches, and principals to monitor the impact of the social studies curriculum and instructional resources. The Phase 4 work will include:

- Assessing student progress using end-of-unit assessments
- Planning and activating the ongoing program evaluation design
- Collecting teacher feedback via the Error Reporting Form and End-of-Unit Reflection Tool

Instructional Materials

The Purchase/Contract Rationale form includes a list of teacher resources and instructional materials (Appendix E [[click here](#)]).

Recommendation

Administration recommends that the Curriculum/Program Standing Committee forward the recommendation to purchase the kindergarten through fifth grade *myWorld Social Studies* series published by Pearson Education to the full board of education on June 28, 2016.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mr. Che Kearby
Coordinator of Educator Effectiveness and Social Studies

**Kenosha Unified School District
Kenosha, Wisconsin
Curriculum/Program Standing Committee
June 14, 2016**

**ADOPTION OF INSTRUCTIONAL MATERIALS
FOR HIGH SCHOOL MATHEMATICS**

Background

In May 2014 the board of education approved the adoption and purchase of Big Ideas Math resources for mathematics instruction in grades 6 through 8 and for the high school Algebra 1-Geometry-Algebra 2 sequence. Instructional resources for other high school mathematics courses offered in the district were not purchased at that time. The existing resources for Precalculus, Precalculus Honors, and AP Calculus were purchased in 2006. Resources for AP Statistics and Math Applications were purchased in 2008.

Rationale for Curriculum Update

Beginning in May 2015, Math Analysis and Precalculus Honors teachers from district high schools met to develop a standards-aligned curriculum for these courses. As a result of this curriculum work, teachers identified that new instructional resources would be required to support the new curriculum.

At the same time, the College Board announced that both AP Calculus AB and BC would undergo a curriculum and test revision to go in to effect for the 2016-17 school year. This revision by the College Board is the opportune time to purchase new resources that are aligned to the changes in the advanced placement (AP) curriculum.

AP Statistics teachers have also voiced their desire for updated materials that will more effectively support students in their preparation for the AP examination.

Instructional Materials Review Process

To initiate the review process, the coordinator of mathematics requested review copies of texts for each course under consideration from major textbook publishers. The table that follows lists the texts that were requested for review.

PRECALCULUS/ PRECALCULUS HONORS	AP CALCULUS AB/BC	AP STATISTICS
<i>Precalculus with Limits, A Graphing Approach (Seventh Edition)</i>	<i>Calculus: Graphical, Numerical, Algebraic, AP Edition*</i>	<i>Understandable Statistics</i>
<i>Precalculus: Graphical, Numerical, Algebraic*</i>	<i>Calculus, AP Edition (Briggs Cochran Gillett)*</i>	<i>Understanding Basic Statistics</i>
<i>Precalculus: Mathematics for Calculus (Seventh Edition)</i>	<i>Calculus for AP*</i>	<i>The Practice of Statistics*</i>
<i>Blitzer Precalculus*</i>	<i>Rogawski's Calculus: Early Transcendentals for AP*</i>	<i>Stats: Modeling the World, AP Edition*</i>
<i>Enhanced Precalculus</i>	<i>Calculus: Early Transcendentals (Sullivan and Miranda)</i>	
	<i>Calculus, Eighth Edition (Stewart)</i>	
	<i>Calculus: Early Transcendentals (Anton, Bivens, Davis)</i>	
	<i>Calculus: Single & Multivariable (Sixth Edition)</i>	
	<i>Calculus: Graphical, Numerical and Symbolic Points of View</i>	

*Meet the criteria for alignment

Teacher teams for each course then reviewed each of the resources for alignment to the Kenosha Unified School District and/or AP curriculum. Titles with an asterisk are those that met the criteria for alignment.

Resources that met these criteria were then reviewed more in depth using the Instructional Materials Evaluation Tool (IMET). The IMET consists of four parts:

1. Non-negotiable Criteria (Focus and Coherence)

- A. Metric 1: The resource addresses all content standards included in the course curriculum.

- B. Metric 2: Review of material from previous grades and courses is clearly identified as such to the teacher, and teachers and students can see what their specific responsibility is for the current course.
 - C. Metric 3: The materials are designed so that prior knowledge becomes reorganized and extended to accommodate the new knowledge.
2. Alignment Criteria 1 (Rigor and Balance)
- A. Metric 1A: The materials support the development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content standards or cluster headings.
 - B. Metric 1B: The materials are designed so that students attain the fluency and procedural skills required by the standards.
 - C. Metric 1C: The materials are designed so that teachers and students spend sufficient time working with applications.
3. Alignment Criteria 2 (Standards for Mathematical Practice)
- A. Metric 2A: Materials address the practice standards in such a way as to enrich the widely applicable prerequisites; practice standards strengthen the focus of the course, instead of detracting from it, in both teacher and student materials.
 - B. Metric 2B: Materials attend to the full meaning of each practice standard.
 - C. Metric 2C: Materials support the standards' emphasis on mathematical reasoning.
4. Indicators of Quality (Overall Quality and Best Practices)

Copies of completed evaluation tools for each resource are included the appendices.

1. Appendix A—Precalculus

- A. [Briggs](#)
- B. [Finney](#)
- C. [Finney](#)
- D. [Larson](#)
- E. [Rogawski](#)
- F. [AP Calculus Review](#)

2. Appendix B—AP Calculus

- A. [AP Statistics Review](#)
- B. [CCSSM Curriculum Analysis Tool](#)

3. Appendix C—AP Statistics

- A. [Blitzer](#)
- B. [Precalculus Review](#)
- C. [Demana](#)

PRECALCULUS/PRECALCULUS HONORS

The review team found that only one of the texts, *Precalculus: Graphical, Numerical, Algebraic*, adequately addressed all of the content included in the Kenosha Unified School District Scope and Sequence for these courses. For comparison, another text with only minor gaps in content was also reviewed. *Precalculus: Graphical, Numerical, Algebraic* received the highest overall rating. Through their review the team identified many strengths of this resource including:

- 1. Explorations included in each lesson to build conceptual understanding
- 2. Ongoing review of prior concepts included in each practice section to support long-term retention of concepts and skills
- 3. Integration of graphing technology
- 4. Focus on mathematical modeling and problem-solving through Explorations and Chapter Projects

ADVANCED PLACEMENT CALCULUS AB/BC

All of the calculus texts reviewed fully addressed the content of the revised AP Calculus Curriculum Framework. Those that were reviewed can be placed into two categories: texts that are written specifically for high school AP classes and texts that are written for use at the college level. While the texts written for the college level are high quality materials, those that have been authored specifically for AP classes offer additional benefits and resources for both teachers and students. For this reason only the texts specifically designed for AP received an intensive review. In their review the teachers found strengths in each of the resources, all of which scored very high on the rubric. In the end the teachers determined that the resource with the greatest assets was *Calculus for AP*. This text was authored specifically for the new AP Calculus Curriculum Framework and provided an exceptional level of support for students preparing for the AP Calculus exam. Benefits of this text include:

1. Explorations that support development of conceptual understanding
2. Integration of graphing technology
3. Quick response codes in texts link to worked out solutions
4. Ongoing AP Exam practice in each lesson and at the end of each chapter
5. Online resources, including instructional videos and interactive examples available at www.larsoncalculusforap.com

ADVANCED PLACEMENT STATISTICS

Of the four texts reviewed for AP Statistics, two were identified to have superior alignment to the content and level of rigor expected on the AP Statistics Exam. Both of the texts that were reviewed in depth are widely used and highly regarded in the AP Statistics community. Through their review the teachers determined that *The Practice of Statistics* offered the best supports for teachers and students preparing for the AP Statistics exam. The benefits of this text include:

1. Statistical problem solving incorporated throughout the text
2. Integration of technology including graphing calculator and statistical programs
3. Use of simulation activities to build conceptual understanding
4. AP Statistics exam practice problems in every section
5. Extensive bank of AP Statistics practice exams
6. Online resources, including worked example and exercise videos

Instructional Materials

Appendix D provides a list of instructional materials and a Purchase/Contract Rationale for Precalculus/Precalculus Honors ([instructional materials](#) and [Purchase/Contract Rationale](#)).

Appendix E provides a list of instructional materials and a Purchase/Contract Rationale for AP Calculus AB and BC ([instructional materials](#) and [Purchase/Contract Rationale](#)).

Appendix F provides a list of instructional materials and a Purchase/Contract Rationale for AP Statistics ([instructional materials](#) and [Purchase/Contract Rationale](#)).

Recommendation

Administration recommends that the Curriculum/ Program Standing Committee forward this report to the full board of education on June 28, 2016, for its approval to purchase the following texts:

TEXT	PUBLISHER	COURSE
<i>Precalculus: Graphical, Numerical Algebraic</i>	Pearson	Precalculus/Precalculus Honors
<i>Calculus for AP</i>	Cengage Learning	AP Calculus AB and BC
<i>The Practice of Statistics</i>	BW Freeman Publishing	AP Statistics

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Lawler
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