Kenosha Unified School District

Monthly School Board Standing Committee Meetings

March 13, 2018

5:30 P.M. Planning/Facilities/Equipment

6:00 P.M. Curriculum/Program

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

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Kenosha Unified School District

Standing Committee Meetings
March 13, 2018
Educational Support Center

I. **PLANNING/FACILITIES/EQUIPMENT - 5:30 P.M.**

II. **CURRICULUM/PROGRAM - 6:00 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

PLEASE NOTE: The March 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 DISTRICT NO. 1
Kenosha, Wisconsin

March 13, 2018
Planning/Facilities/Equipment Standing Committee

2018- 2019 CAPITAL PROJECTS PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1 of each year. This report includes the proposed major maintenance and energy savings projects plans for 2018-19.

Historically during times of rapid enrollment growth this report also includes the capacity projects as required by Board Policy 7210; however there are no capacity projects proposed for the coming year.

Available Budget:

The overall major maintenance budget is $2,000,000; however $500,000 will once again be used to continue to pay off the loan used to fund the Reuther masonry restoration project that was performed in 2009-2011. The current estimate is that the loan for that project will be completely paid off by the end of the 2019-20 fiscal year. That leaves $1,500,000 available for major maintenance projects this coming fiscal year. In addition, we have a budget of $500,000 within our utilities/energy budget to fund capital projects each year. The energy project funds were generated from measured savings from previous energy projects over a 10 year period. Energy savings generated from projects the past several years have been placed back in the general fund for other district expenditures.

Major Maintenance Plan Information:

The 2018-19 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated 17 years ago, and the energy savings project program started 15 years ago. The major maintenance plan includes a proposed contingency of $50,000 or 3.33% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past 17 years.

In last year's report, we noted that for a 6 year period we will be using almost all of the major maintenance funds at Bullen, Lance, Tremper and Bradford. This will be the second year of that 6-year plan, and the funds will be split between the

second year of the project at Bullen and Lance and the first year of the project at Tremper. This was discussed in great detail during the Committee and Board meetings that lead to the approval of those projects at the April 25, 2016, School Board meeting, and the selection of the performance contractors at the June 28, 2016, School Board meeting. Performing the major maintenance work at these schools at the same time that the majority of the building is being retrofitted with new mechanical systems, lighting and ceilings is proving to be a very efficient and economical way to accomplish a number of pressing maintenance and renovation needs.

Food Service Project:

Traditionally, we have used this report as a means to inform the PFE Committee and School Board of other capital facility improvement projects funded by sources outside of the Facilities Department budget. This year, we are proposing a project in the Central Kitchen at the Educational Support Center to upgrade the ventilation system, improve task lighting, and replace all of the lighting with LED fixtures. In addition the ceiling will be replaced since large sections of the ceiling, which is over 30 years old, will need to be removed to support the ventilation project. This project will be funded by the Food Service budget, Fund 50. We have recently received proposals for the design work, and the design effort will commence soon. It is a little early to provide a firm construction estimate, but we are working under the parameter of a not to exceed budget of $450,000.

Administration Recommendation:

Administration recommends that the Planning, Facilities, and Equipment Committee forward the 2018-19 Capital Projects Plan as described in this report including Attachment A to the full Board for their consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Mr. John E. Setter, AIA
Project Architect

Attachment A

PROPOSED 2018-19 CAPITAL PROJECTS PLAN

MAJOR MAINTENANCE PROJECTS:

Bullen and Lance Middle School Improvements Project:

The bulk of the work performed at Bullen and Lance last year and this coming year is energy related and will be funded by the revenue limit exemption previously approved by the Board. There are, however, a number of scope items that we identified that are best performed at the same time the energy related work is being performed and those items are being funded by the major maintenance budget. Examples of items that are being performed over the two year period include: asbestos abatement and replacement of flooring, replacement of the auditorium seating, replacement of interior doors, a portion of the scope/costs related to the new main entrance vestibules, a portion of the costs related to the cafeteria addition at Lance, a portion of the cost related to a new secure entrance and remodel of the Bullen office, amongst others. The majority of these scope items are directly tied to energy saving scope items that will be performed concurrently by the same contractors thus resulting in a significant savings versus performing these scope items as stand-alone projects.

Tremper High School Improvements Project:

The Tremper energy efficiency project at Tremper will be a three year project starting over spring break this year. The major maintenance scope is widespread and will improve the condition, functionality, and aesthetics in almost every area of the building. The major maintenance scope includes the following major elements:

- Major upgrade to the auditorium including new seating, carpeting, ceilings, wall sound panels, and sound system.
- Creation of a new culinary, FCS and sewing classrooms on the south end of the school by the other Career and Technical Education classrooms.
- Renovation of the library to make one common space instead of three separate rooms.
- Asbestos abatement and new flooring in large portions of the school.
- Replacement of the 50 plus year old science casework.

- The major maintenance budget will fund a portion of the new main entrance to the school, namely the aspects of the design that improve school safety including offices for the School Resource Officer and the Attendance Office at the new main entrance.

- A life safety code related problem regarding egress from the pool deck will be resolved by creating an exit path from the pool deck without having to exit through the shower rooms.

KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES/EQUIPMENT MEETING Educational Support Center – Room 110
August 8, 2017
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Mr. Garcia was called to order at 5:31 P.M. with the following committee members present: Ms. Stevens, Mr. Thomey, and Mr. Garcia. Mr. Finnemore and Dr. Savaglio-Jarvis were also present. Mr. Falkofske, Mrs. Bothe, Mr. Cardinali, Mr. Flood, Mr. Wicklund, and Mr. Butts were absent. Mr. Mr. Schaffrick was excused.

Mr. Garcia noted that there was not a quorum present; therefore, no action could be taken.

Approval of Minutes – May 9, 2017 Planning/Facilities/Equipment
Mr. Garcia indicated that the May 9, 2017, minutes will be included on the agenda for the next meeting for approval due to lack of a quorum.

Information Items
Mr. Patrick Finnemore, Director of Facilities, gave a PowerPoint presentation on the Utility and Energy Savings Program which covered the Bullen and Lance energy projects, major scope items, and 2017 work areas. Mr. Finnemore answered questions from Committee members

Capital Project Update
Mr. Finnemore gave a Capital Project PowerPoint presentation which covered an update on the outdoor athletics projects at Tremper. Mr. Finnemore answered questions from Committee members.

Future Agenda Items
Mr. Garcia indicated that the Capital Projects Update and the Utility and Energy Savings Program Report would be presented next month.

Meeting adjourned at 6:07 P.M.

Stacy Schroeder Busby
School Board Secretary

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 13, 2018
Planning/Facilities/Equipment Standing Committee

PHASE 2 ENERGY EFFICIENCY PROJECT UPDATE & TREMPER PROJECT CONTRACTOR SELECTION SUMMARY

At the April 25, 2016, School Board meeting, the Board approved a proposal to implement a Phase 2 series of energy efficiency projects using the energy revenue limit exemption based on the provisions in 2011 Wisconsin Act 32 and subsequent legislation. Furthermore, the Board approved an Initial Resolution on May 10, held a Public Hearing on the projects on May 24, and formally approved the selection of the performance contractors on June 28.

Design work for Tremper project was completed in December and the projects went through a competitive bid process. Bids were received on January 4 and February 5, 2018, and contractor selection is complete. A summary of the selected contractors is provided on the table below. The contractors highlighted in red are Kenosha firms; the work that will be performed by these companies constitutes **51.0%** of the overall project scope. Another **9.1%** of the work will be performed by specialty contractors such as asbestos abatement, theatre lighting and seating contractors, and approximately **39.9%** of the work will be performed by contractors outside of Kenosha.

Discipline	Tremper
General Contractor	Camosy Construction
Roofing	Van's Roofing
HVAC	Butters & Fetting
DDC Controls	JF Ahern
Plumbing	Cornerstone
Electrical	ECI
Asbestos Abatement	Holian Environmental

The bids received are within the approved budget for the project, and we will be able to complete all facets of the project scope on the Tremper project. Detailed project schedules are being developed with the selected contractors. We will be

holding meetings with the staff at Tremper to explain scope and schedules over the course of the next few months.

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 13, 2018
Planning/Facilities/Equipment Standing Committee

UTILITY & ENERGY SAVINGS PROGRAM REPORT

The purpose of this report is to provide the regular update on the 2017-18 utilities budget and the operational energy savings program.

Utilities Budget Update:

The following is a brief summary of the costs incurred for natural gas, electricity, and the entire utilities budget.

- We have spent $39,436 more on natural gas this year as compared to last year.
- We have spent $51,437 less on electricity this year as compared to last year.
- We have spent 52% of the overall utility budget as compared to 51% last year at this time.

Operational Energy Program Update:

The following is a brief summary of the amount of energy saved as of December. Please see the attachment for energy savings by school:

	2016-17	**2017-18**
Electricity Saved (KWh)	4,212,976	4,414,209
Gas Saved (Therms)	210,229	237,466
Dollars Saved	**$554,214**	**$572,239**

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

Mr. John Allen
Distribution and Utilities Manager

Mr. Kevin Christoun
Maintenance Supervisor

Monthly Energy Efficiency Program Tracking Summary

UTILITY INFORMATION (8 months of gas and electric data)

September 2017 through January 2018

End of FY - **Jun-18** | **Current Month:** | **Jan-18** | Degree Days (Sep-Jan) Last Year: HTG 3206.5: CLNG 146.5 | Degree Days (Sep-Jan) This Year: HTG 3578: CLNG 158

BUILDING	ACTUAL USE FY2018					Last Year FY2017 SAVINGS*						FY2018 SAVINGS*					
	kWh	kW	therms	CCF	$	kWh	kW	therms	CCF	$	% Savings	kWh	kW	therms	CCF	$	% Savings
Bradford	1,112,840	3,384	84,911	1,658	$171,027	434,196	814	10,435	495	$54,505	23.8%	416,994	721	11,706	513	$42,378	19.9%
Hillcrest	39,760	-	4,976	38	$9,437	7,787	-	727	56	$1,876	14.3%	7,310	0	1,096	55	$2,061	17.9%
Indian Trail	1,289,600	4,768	53,332	852	$201,310	693,136	1,847	2,343	(1,932)	$68,081	23.6%	772,090	2,287	9,671	(424)	$86,999	30.2%
LakeView Tec	170,400	795	3,473	98	$30,099	188,714	162	830	(38)	$13,580	31.2%	186,236	82	1,098	(34)	$12,478	29.3%
Reuther	360,300	1,596	74,842	480	$86,504	87,723	60	6,820	62	$9,569	9.5%	128,066	453	6,724	138	$18,404	17.5%
Tremper	884,794	2,465	108,505	2,093	$158,439	396,464	707	532	310	$35,527	18.6%	410,945	728	1,017	(24)	$36,160	18.6%
HS Total:	**3,857,694**	**13,008**	**330,039**	**5,219**	**$656,817**	**1,808,020**	**3,591**	**21,687**	**(1,047)**	**$183,137**	**21.2%**	**1,921,641**	**4,271**	**31,312**	**224**	**$198,481**	**23.2%**
Bullen	239,760	936	23,551	1,844	$54,506	210,152	249	22,712	(112)	$27,744	34.2%	249,413	279	23,513	(1,319)	$28,054	34.0%
Lance	258,000	1,097	30,660	607	$55,437	65,317	196	2,827	23	$8,448	13.8%	53,773	29	2,902	(23)	$4,513	7.5%
Lincoln Middle	359,330	1,528	36,778	288	$67,310	168,136	454	7,924	42	$21,156	25.3%	156,869	278	11,762	64	$19,830	22.8%
Mahone	511,800	2,346	28,573	334	$87,834	182,773	377	16,197	55	$23,580	20.6%	249,432	334	18,730	8	$27,571	23.9%
KTEC West	226,500	717	30,240	344	$44,881	103,924	420	5,266	(85)	$15,528	25.0%	91,573	417	9,567	(79)	$17,199	27.7%
Washington	193,991	801	34,340	278	$46,678	67,514	360	(2,903)	8	$8,525	16.0%	80,622	347	(5,599)	(5)	$7,818	14.3%
MS Total:	**1,789,381**	**7,425**	**184,142**	**3,695**	**$356,644**	**797,816**	**2,056**	**52,023**	**(69)**	**$104,980**	**23.0%**	**881,682**	**1,684**	**60,875**	**(1,354)**	**$104,986**	**22.7%**
Bain School o	273,300	1,356	16,271	316	$54,619	103,428	392	10,652	22	$18,154	26.2%	101,978	278	7,675	49	$14,034	20.4%
Bose	69,600	278	9,197	435	$17,808	106,789	257	9,727	163	$18,496	52.4%	106,047	253	10,541	97	$18,454	50.9%
Brass	174,240	876	10,539	269	$34,139	51,918	309	3,820	(65)	$9,224	21.3%	55,895	211	4,682	(84)	$8,495	19.9%
Dimensions o	36,894	-	12,681	131	$13,113	4,303	-	(879)	10	($241)	-2.1%	1,448	0	(1,743)	19	($1,093)	-9.1%
Forest	71,526	270	8,741	217	$17,411	35,748	50	15,205	(33)	$12,370	39.0%	38,317	91	17,239	51	$14,372	45.2%
Frank	262,660	987	14,752	286	$43,967	117,072	126	2,350	20	$10,561	19.1%	110,908	200	3,192	20	$12,367	22.0%
Grant	61,640	224	7,258	120	$13,708	15,884	98	10,220	92	$8,612	39.0%	15,333	102	11,425	109	$9,352	40.6%
Grewenow	73,040	285	10,709	171	$17,781	73,211	159	8,382	(37)	$12,718	40.2%	75,864	162	12,507	22	$15,523	46.6%
Harvey	64,231	265	10,588	331	$17,718	47,444	127	10,620	200	$12,516	41.3%	48,378	140	12,142	256	$13,669	43.5%
Jefferson	79,306	223	10,460	192	$18,825	49,147	122	9,981	622	$16,448	48.2%	42,685	123	11,025	626	$16,329	46.4%
Jeffery	85,760	357	6,415	186	$17,411	75,953	174	3,681	(30)	$10,826	36.5%	77,033	187	4,361	19	$11,672	40.1%
KTEC	83,600	378	13,514	238	$21,015	12,177	50	3,068	38	$3,513	17.1%	7,737	29	(1,870)	24	$141	0.7%
McKinley Elen	62,880	277	13,061	146	$16,433	21,611	42	2,190	44	$3,944	19.8%	20,251	37	2,202	7	$3,663	18.2%
Charles Nash	181,200	842	11,329	140	$36,553	49,186	213	9,143	41	$11,157	23.2%	44,354	162	8,833	31	$9,919	21.3%
Pleasant Prai	264,160	965	14,064	236	$47,461	53,100	61	(474)	19	$3,673	7.3%	58,654	16	142	39	$4,154	8.0%
Prairie Lane	125,730	542	10,817	219	$27,468	34,508	18	739	51	$4,785	14.3%	47,246	(6)	3,485	53	$7,291	21.0%
Roosevelt	74,040	288	10,456	346	$18,385	36,966	106	6,936	47	$8,664	32.0%	38,267	112	7,572	(132)	$8,209	30.9%
Somers	171,840	642	16,366	-	$32,604	51,545	181	2,250	-	$7,347	17.8%	72,935	188	3,888	0	$9,629	22.8%
Southport	121,600	568	16,469	272	$28,347	36,690	41	(739)	56	$3,694	12.5%	27,313	20	(2,257)	16	$1,771	5.9%
Stocker	153,600	686	11,880	188	$31,238	96,229	234	(1,048)	69	$9,247	19.9%	90,958	158	(619)	45	$8,151	20.7%
Strange	112,521	475	13,906	487	$26,732	72,756	116	1,573	388	$10,367	27.6%	74,588	87	726	366	$9,685	26.6%
Vernon	184,986	609	29,921	635	$42,206	96,980	295	16,628	67	$19,078	33.9%	64,372	261	14,915	(59)	$15,490	26.8%
Whittier	148,560	667	8,176	172	$29,842	159,087	457	1,478	531	$23,065	40.2%	159,087	467	1,451	801	$25,891	46.5%
Wilson	60,080	288	17,275	107	$19,986	45,482	105	4,300	36	$7,711	28.7%	40,375	89	4,045	4	$6,918	25.7%
ELEM Total:	**2,996,994**	**12,350**	**304,845**	**5,840**	**$644,773**	**1,447,214**	**3,733**	**129,803**	**2,351**	**$245,928**	**27.7%**	**1,420,023**	**3,367**	**135,559**	**2,379**	**$244,087**	**27.5%**
Cesar Chavez	85,240	272	815	177	$13,332	37,465	76	1,187	48	$4,604	24.8%	35,523	62	4,400	(22)	$5,623	29.7%
ESC	495,600	1,536	25,229	404	$74,432	112,138	347	5,677	(66)	$14,017	14.9%	145,739	391	5,348	217	$17,649	19.2%
Recreation	32,463	-	3,064	65	$6,453	10,323	-	(148)	60	$1,548	18.6%	9,601	0	(28)	43	$1,414	18.0%
Other Total:	**613,303**	**1,808**	**29,108**	**646**	**$94,218**	**159,926**	**423**	**6,716**	**42**	**$20,169**	**16.6%**	**190,863**	**453**	**9,720**	**238**	**$24,685**	**20.8%**
Totals:	**9,257,372**	**34,590**	**848,134**	**15,400**	**$1,752,452**	**4,212,976**	**9,802**	**210,229**	**1,277**	**$554,214**	**23.8%**	**4,414,209**	**9,774**	**237,466**	**1,487**	**$572,239**	**24.6%**

* Savings are based on the comparison of actual billed use to the baseline model. The model is based on utility data from calendar year 2003 (typically) and adjusts for weather, occupancy and school year data.

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 13, 2018
Curriculum/Program Standing Committee Meeting

ADOPTION OF INSTRUCTIONAL MATERIALS

Background and Rationale

Kenosha Unified School District School Board Policy 6300, Curriculum Development and Improvement, outlines the five phases of the curriculum development cycle (Appendix A). The policy states, "In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4." Teacher teams, under the leadership of content coordinators from the Office of Teaching and Learning, recently completed Phase 3 of the curriculum development cycle for the following courses:

- Health: kindergarten through grade 12
- Science: grade 6, grade 7, grade 8, Biology, Chemistry, Conceptual Physics, Matter and Energy, and Earth Science
- Social studies: grade 6, grade 7, and grade 10 World History

Philosophical Statements

HEALTH

The Kenosha Unified School District Office of Athletics/Physical Education's philosophy is to develop students' physical, social, emotional, and mental wellness by developing students' knowledge, skills, and attitudes in order to promote and provide a foundation for lifelong practices. Physical education and health education play an integral role in a comprehensive kindergarten through grade 12 curriculum. Students will learn the importance of being physically literate, the components of fitness, and how to make positive decisions to achieve and maintain total health and wellness.

SCIENCE

Kenosha Unified School District science teachers believe that all students must have high quality opportunities to learn the practices, core ideas, and concepts of science from early childhood education through graduation. Science instruction must integrate technology, mathematics, and engineering. Effective instruction in the practices, core ideas, and concepts of science provides students with sufficient skills and knowledge to:

- Demonstrate success in the classroom.
- Appreciate the significance and usefulness of science.
- Gather information using scientific processes.
- Use critical reasoning to construct explanations and solve problems.
- Communicate findings and solutions through speaking, writing, and creating presentations.

In order to achieve success with the practices, core ideas, and concepts of science, Kenosha Unified School District science students will engage in collaborative, inquiry-based investigations through questioning, modeling, analyzing data, applying mathematics, solving problems, and constructing evidence-based explanations. Students will graduate ready to continue learning beyond the school setting, enter careers of their choice, and engage in public discussions of science-related issues.

SOCIAL STUDIES

The social studies teachers of Kenosha Unified believe all students should be afforded the opportunity to express themselves in a diverse community supported by a foundation based in equity. They view social studies instruction as an integral and essential part of the students' learning experience and think it can increase critical thinking skills which foster lifelong learning. Teachers believe their focus on tolerance, acceptance, and perspective will prepare all students to thrive in a society of mixed systems, beliefs, and experiences.

In order to demonstrate success, Kenosha Unified social studies students will value and maintain diversity, civility, and individuality while determining their role in society. They will analyze primary sources and contextualize information while using the content to improve higher order thinking and problem-solving skills. They will also learn from the experiences and cultures of others and grow to accept the differences existing in a multicultural society. The goal of social studies teachers is to graduate students who are good citizens who will positively impact society.

Instructional Materials Review Process

HEALTH

The review process for instructional materials began in August 2017. The review team was comprised of seven health teachers (Appendix B). The team expressed interest in utilizing online-based resources that provide up to date information on modern health topics and concerns.

On October 5, 2017, the bid responses to the Request for Proposal were opened and reviewed. It was determined that none of the vendors responding to the RFP had resources that would remain current over the span of the adoption. The curriculum review team opted to purchase class sets of Chromebooks for each high school classroom. The health curriculum writing design team developed the curriculum in alignment with the National Health Education Standards. The Chromebooks will

provide students access to resources that support the district curriculum. The curriculum content reflects the best practices outlined in the Centers for Disease Control's Health Education Curriculum Analysis Tool.

SCIENCE

The instructional materials review process for science began in August 2017. The review process was explained to all middle school and high school science teachers at the annual welcome back district science meetings on August 30, 2017. Teachers were invited to express their interest in serving on the Secondary Science Curriculum Resource Review Team, and ideas were gathered for high quality resources to review. The Secondary Science Curriculum Resource Review Team (Appendix C) was assembled during September 2017 and October 2017 with input from building principles and was designed to allow representation from all district middle schools and high schools.

A Request for Proposal (RFP) was created in partnership with the Kenosha Unified School District Office of Finance. Responses to the RFP were opened and reviewed on October 4, 2017. Four qualifying vendors were invited to present their curriculum resources to the Secondary Science Curriculum Resource Review Team on November 29, 2017, and December 11, 2017. The curriculum resource samples were made available for community review from January 8 through 12, 2018, and from January 16 through 19, 2018. Appendix D contains the evaluation tools used by the review team and community members. The Secondary Science Curriculum Resource Review Team met to review and process information from the vendor presentations and community feedback on January 4, 2018, and January 31, 2018.

As a result of the in-depth review process described in this report, Houghton Mifflin Harcourt's Science Dimensions was selected as the core instructional program for the middle school and high school courses under review. Science Dimensions were developed to support and align with the Next Generation Science Standards (NGSS). The Science Dimensions curriculum resources blend digital experiences with hands-on lessons. Student facing material is available in both hard copy and digital platforms.

SOCIAL STUDIES

The instructional review process for social studies began in August 2017 when the secondary teachers were informed world history would be the district's adoption focus for the upcoming year. Teachers and administrators were encouraged to express interest in being part of the process if they so desired. An RFP was created in partnership with the Office of Finance. Responses to the RFP were opened and reviewed on October 4, 2017. Materials were requested from four vendors; and the review team (Appendix E) was brought in on November 7, 2017, to determine the viability of their resources with district curriculum.

The review team selected three vendors to provide a full presentation to the extended design team (Appendix E). Access to the online resources and teacher materials was provided at each presentation. The team collected data during each presentation using a rubric (Appendix F). This same rubric was provided to the public to provide feedback during the community review periods, scheduled from January 8 through 12, 2018, and January 16 through 19, 2018. The completed rubric results were an integral component in the selection of the world history and geography resources.

As a result of the review process, it is recommended that McGraw-Hill is selected as the provider of materials for Kenosha's sixth, seventh, and tenth grade world history and geography programs. The materials received the highest evaluation by the Office of Special Education and Student Support, the Office of Language Acquisition, the design team, and the public. These materials, combined with the rich curriculum, will provide the best opportunity to educate all students in Kenosha Unified secondary schools.

Instructional Materials

The Purchase/Contract Rationale forms (found in Appendices G, H and I) provide cost information for health, science and social studies purchases.

Content	Grade Level	Vendor	Cost
Health	9-12	Paragon Development Systems, Inc. and CDW – Government	$ 69,978.44
Science	6-11	Houghton Mifflin Harcourt	$1,326,202.48*
Social Studies – World History and Geography	6,7 and 10	McGraw Hill	$ 437,725.76
Total Request			$1,833,906.50

NEW MATERIAL BENEFITS

Health. There is tremendous benefit to the new instructional tool the health curriculum will utilize. Each student will have access to a computer during class to supplement instruction. This will allow students to obtain up-to-date content in relation to the standards-based instruction. Furthermore, educators will be able to teach students the skills necessary to access valid information to support their learning experiences. Each teacher will utilize Google Classroom for his/her individual class sections. This will streamline the collection of data on student progress towards mastery of the standards-based assessments.

Additionally, this will provide data for the teaching staff to have collaborative discussions in regard to practice and assessments. Common assessments will be utilized for each secondary health class. Health instructors will be provided opportunities to reflect on their student data to improve instruction moving forward during building and district content meeting time. This will also provide a consistent mechanism to identify students for enrichment or intervention activities that support the day-to-day instruction.

Science. Houghton Mifflin Harcourt Science Dimensions is a brand new science curriculum that was designed for, not just aligned to, the NGSS. These curriculum resources powerfully develop college and career readiness with 100 percent alignment to the NGSS, embedded performance expectations, and a consistent pedagogical framework that spans the grade levels.

- The Science Dimensions resources immerse students in continuous, active participation and exploration.

- Each lesson is activity-driven and organized by the 5E Instructional Model (engage, explore, explain, elaborate, and evaluate).

- Each lesson starts with a phenomenon, discrepant event, or problem to solve. Students gather and record evidence to support their conclusions and solutions.

- The Science Dimensions resources are robustly differentiated to make learning content accessible to students of various academic and language proficiency levels.

- Teachers and students will receive print and online interactive teaching and learning materials.

- The curriculum includes lab and safety handbooks, virtual field trips powered by Google Expeditions, science videos and simulations, career-focused materials, a digital assessment system, and professional development videos.

Social Studies. McGraw Hill World History/Geography materials offer the perfect mix of print materials and dynamic digital resources. Students will have engaging opportunities to immerse themselves in learning while addressing the new Wisconsin state standards. With all of the materials available on any device, students and teachers will have increased access to materials which will make learning and preparing much easier. The resources will empower learning for all students by:

- Building understanding through analyzing primary sources and document- based questions.

- Providing essential and guiding questions supported by reading strategies and vocabulary-building lessons.

- Use of the My Notes tool for improving writing around critical concepts and evidence-based approaches.

- Engaging all students in historical analysis and critical thinking activities while extending the content through the various online special features.

Implementation

HEALTH

Purchase of Chromebooks to support the newly developed health curriculum will allow teachers to identify relevant materials to support the health curriculum standards. The coordinator of athletics, physical education, health and recreation will develop specific trainings and support throughout the school year.

DATE	TOPIC	AUDIENCE	PROVIDER
June 2018-August 2018	Curriculum team leader preparation for implementation	Curriculum design team and district health teachers	Coordinator of athletics/physical education
August 2018	Implementation and training	Health teachers	Coordinator of athletics/physical education and curriculum design team
September 2018	Implementation check-in Review Unit 1—District Content Meeting	Health teachers	Coordinator of athletics/physical education and building content team leaders
September 2018-December 2019	Data analysis as a tool to improve student achievement	Health teachers	Coordinator of athletics/physical education and building content team leaders
January 2019-May 2020	Semester 2 implementation and improvement	Health teachers	Coordinator of athletics/physical education and curriculum design team

SCIENCE

Purchase of the Science Dimensions curriculum resources in April 2018 will allow teachers online access to materials before leaving for the summer. It will also allow curriculum teams to make the necessary adjustments to documents in order to have a smooth start to the 2018-19 school year. Planning is in progress for an August rollout, with workshops presented by professional developers from Houghton Mifflin Harcourt. Class visits and small group coaching sessions facilitated by Houghton Mifflin Harcourt staff and the Kenosha Unified School District coordinator of science will take place throughout the 2018-19 school year.

DATE	TOPIC	AUDIENCE	PROVIDER
August 2018	Implementing the curriculum and accessing the online resources	Middle school and high school science teachers: large group and grade level/course groups	Coordinator of science and Houghton Mifflin Harcourt professional development staff
September 2018-October 2018	Implementation check in	Building-level science groups	Coordinator of science
October 2018	Introduction to small group coaching	Middle school and high school science teachers: large group and grade level/course groups	Coordinator of science and Houghton Mifflin Harcourt professional development staff

October 2018-May 2019	Small group coaching	Middle school and high school science teachers	Coordinator of science and Houghton Mifflin Harcourt professional development staff

Social Studies

Purchase of the McGraw Hill social studies curriculum resources in April 2018 will allow teachers to access the materials and begin planning prior to leaving for the summer. It will also allow the design team to make the necessary adjustments to documents in order to have a smooth start to the 2018-19 school year. McGraw Hill will work with the district to coordinate professional learning opportunities, and the Kenosha Unified coordinator of social studies will develop specific trainings and support throughout the school year.

DATE	TOPIC	AUDIENCE	PROVIDER
August 2018	Implementing the curriculum and accessing the online resources	Middle school and high school social studies teachers: large group and grade level/course groups	McGraw Hill professional development staff
September 2018-October 2018	Implementation checkin	Building-level social studies groups	Coordinator of social studies
October 2018	Introduction to small group coaching	Middle school and high school world history/geography teachers: large group and grade level/course groups	Coordinator of social studies and McGraw Hill professional development staff
October 2018-May 2019	Small group coaching	Middle school and high school world history/geography teachers	Coordinator of social studies and McGraw Hill professional development staff

Phases 4 and 5

PHASE 4

Secondary health, science, and social studies teachers will begin Phase 4 of the curriculum development process in September 2018. Throughout the school year, the respective coordinators of athletics/physical education, science, and social studies will work with lead teachers, instructional coaches, and principals to monitor the impact of the new instructional resources. The Phase 4 work will include:

- Assessing student progress using district common assessments.

- Planning and activating the ongoing program evaluation design.
- Collecting teacher feedback.

PHASE 5

Phase 5 of the curriculum review cycle will be conducted from September 2019 through June 2022. Phase 5 work includes monitoring the use of the curriculum with the following processes:

- Analyzing student work on end-of-unit assessments.
- Analyzing state assessment results.
- Reviewing data to determine the extent to which curriculum alignment is present.
- Reviewing and updating curriculum guides and assessments as necessary.
- Continuing professional learning and monitoring impact.
- Evaluating the improvements made.

Recommendation

Administration recommends that the Curriculum/Program Standing Committee forward the recommendation to purchase the curriculum resources for health, science and social studies to the full Board of Education on March 27, 2018.

Content	Grade Level	Vendor	Cost
Health	9-12	Paragon Development Systems, Inc. and CDW – Government	$ 69,978.44
Science	6-11	Houghton Mifflin Harcourt	$1,326,202.48*
Social Studies – World History and Geography	6,7 and 10	McGraw Hill	$ 437,725.76
Total Request			$1,833,906.50

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mr. Che Kearby
Coordinator of Social Studies

Mr. Bryan Mogensen
Coordinator of Athletics/Physical Education

Ms. Christine Pratt
Coordinator of Science

POLICY 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT

A prekindergarten through twelfth grade curriculum shall be established and maintained in accordance with state law, the needs of society, the local community, and the individual student.

The District's academic content standards adopted by the School Board shall serve as the basis for all curriculum and instructional program development in the District.

A cyclical curriculum development process for all fields of study will provide a comprehensive evaluation of course content, an inclusive curriculum development process, a thoughtful implementation, revisions based on data, and time for program effectiveness to be realized. The cyclical curriculum development process includes five phases encompassing seven years of work. In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4. A budget assumption will be brought to the school board for approval annually during Phase 3.

Recommendation for additions or deletions to the established curriculum shall be reviewed by the Assistant Superintendent of Teaching and Learning and provided to the Superintendent of Schools and School Board for approval.

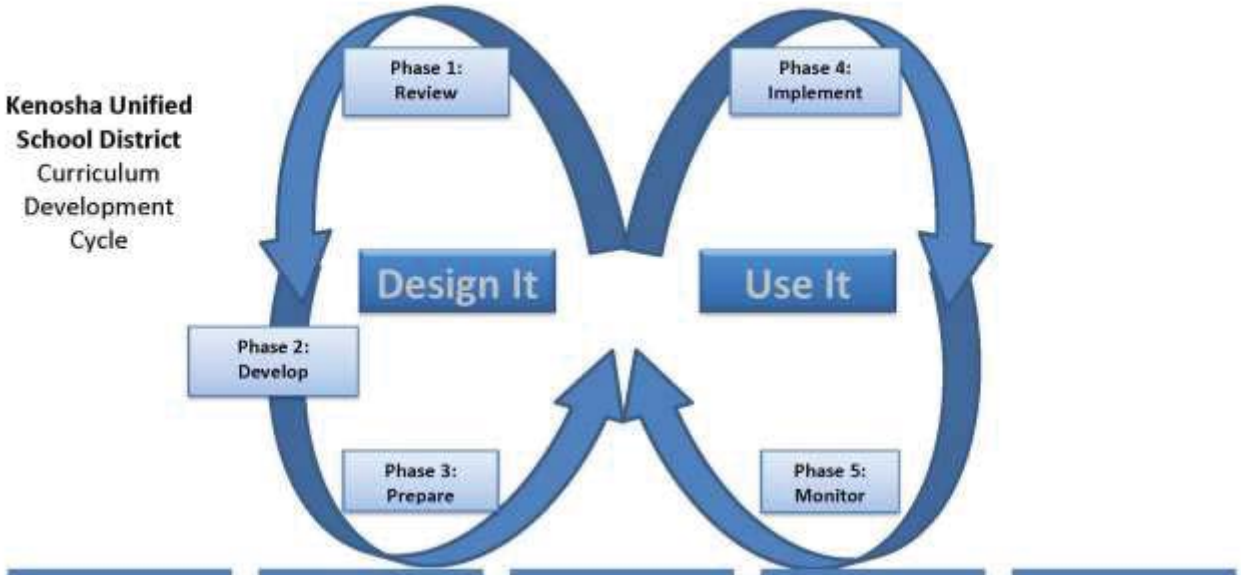
LEGAL REF: Wisconsin Statutes
Sections 118.01 (Instructional program goal requirements)
118.30 (Academic standards and assessment requirements)
120.13 (Board power to do all things reasonable for the cause of education)
121.02(1)(k) &(L) (Rules implementing curriculum state standard)
Wisconsin Administrative Code
PI 8.01(2)(k) & (l) Rules implementing curriculum program standards

CROSS REF: 6100, Mission, Vision, Core Values and Strategic Directions
6310, Elementary School Curriculum
6610, Selection of Instructional Materials
6620, Library Resources
Board-Adopted Academic Standards
District Learning and Content Standards

AFFIRMED: September 24, 1991

REVISED: November 8, 1994
October 13, 1998
January 29, 2002
December 20, 2011
June 25, 2013
December 15, 2015

RULE 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT



Phase 1: Review	Phase 2: Develop	Phase 3: Prepare	Phase 4: Implement	Phase 5: Monitor
• Review Curriculum Audit • Analyze assessments • Study current trends • Affirm philosophy • Deconstruct standards • Create scope and sequence	• Determine units of study • Align written and tested curriculum • Create assessment tools • Complete curriculum guides • Determine resource and professional learning needs	• Gather feedback from focus groups • Recommend and purchase resources pending BOE approval • Plan professional learning	• Deliver professional learning and monitor impact • Assess student progress • Plan and activate program evaluation • Collect feedback	• Analyze student work • Analyze assessment results • Review data • Update curriculum guides • Continue professional learning • Evaluate improvemnts

APPENDIX B

HEALTH REVIEW AND CURRICULUM DESIGN TEAM

TEAM MEMBER	SCHOOL
Alan, Caris	Harborside Academy
Damrow, Jessica	Reuther Central High School
Garin, Jennifer	LakeView Technology Academy
Kresse, Paul	Indian Trail High School and Academy
Menor, Brandon	Bradford High School
Valeri, Jackie	Tremper High School
Wilhelmson, John	Tremper High School

APPENDIX C

SECONDARY SCIENCE CURRICULUM RESOURCE REVIEW TEAM

TEAM MEMBER	SCHOOL
Akina, Susan	Bradford High School
Beere, Vanessa	Mahone Middle School
Bielewicz, Kimberly	Lincoln Middle School
Casy, Carrie	Lance Middle School
Cetera, James	Mahone Middle School
DeGrave, Mara	Washington Middle School
Eiben, Garrett	Tremper High School
Englund, Ernie	Bradford High School
Flox, Sheila	Lance Middle School
Frankson, Erin	Tremper High School
Friery, John	Bradford High School
Gerdes, Tamara	Mahone Middle School
Heuser, Kristine	Lance Middle School
Keckler, Stacey	Lincoln Middle School
Kruprecki, William	Indian Trail High School and Academy
Langer, Mark	Indian Trail High School and Academy
Lehman, Erinne	Lincoln Middle School
Massicotte-Kollar, Christina	Indian Trail High School and Academy
Preston, Suzanne	Bullen Middle School
Rasch, Sabrina	Washington Middle School
Taylor, Valerie	Tremper High School
Thomas, Nichole	Reuther Central High School
Whyte, Pamela	Lance Middle School
Witt, Mary	Washington Middle School

Secondary Science Curriculum Resource Review

Monday, December 11, 2017: Course/Grade You Teach _____

BEFORE THE PRESENTATION

What questions do you want answered? What are your "look fors" in new curriculum resources?

DURING THE PRESENTATION

1. What are the STRENGTHS of the curriculum resources being presented?

2. What are the WEAKNESSES of the curriculum resources being presented?

3. If adopted, what OPPORTUNITIES for increasing student achievement in science will these resources provide?

4. If adopted, what CHALLENGES will these resources cause?

AFTER THE PRESENTATION

Rate the resource: Circle your choice

3 -- Outstanding
2 -- Good Enough
1 -- Reservations
0 -- No

I'm still wondering about...

Secondary Science Curriculum Resource Review

Your Name: _____Today's Date: _____

Are you a parent? _____ If yes, which school? _____

Please use one sheet per resource reviewed.

Resource Reviewed (Circle One):

Middle School Amplify	Middle School HMH	Middle School IQWST
HMH Biology	HMH Earth Science	Active Chemistry
Active Physics	Active Earth Science (Earth Comm)	Active Physical Science

1. What are the STRENGTHS of the curriculum resources?

2. What are the WEAKNESSES of the curriculum resources?

3. If adopted, what OPPORTUNITIES for increasing student achievement in science will these resources provide?

4. If adopted, what CHALLENGES will these resources cause?

Wisconsin Instructional Resources Review Tool for Science
Adapted by Kenosha Unified School District

TITLE OF RESOURCE _____ **PUBLISHER** _____

The Wisconsin Department of Public Instruction and Wisconsin Society for Science Teachers prepared this rubric for educator teams to use to evaluate science education textbooks or other **large-scale** sets of instructional resources. It could also be used to guide adaptation of current sets of resources and determine **professional development** needs. Because the criteria is aligned to the Next Generation Science Standards and the NRC Framework for K-12 Science Education, a **comprehensive understanding** of these documents, including the progressions of learning detailed in them, **must** be in place prior to using this tool. Groups should adapt this tool based on local needs and vision.

The NRC Framework clearly emphasizes the following shifts in science education that should be present in instructional resources:

1) **Three-dimensional learning** – students engage in science and engineering practices to learn content, while relating and understanding that content through the lens of crosscutting concepts.
2) **Explaining phenomena and designing solutions** – students investigate the world around them to explain phenomena and use their scientific understanding to design solutions to problems.
3) **Engineering design and the nature of science** – students do authentic work of scientists and engineers, explicitly seeing themselves in those roles and understanding what that entails.
4) **Coherent learning progressions** – within a grade and from K-12, three-dimensional learning builds on past experience, avoiding redundancy and building connections across disciplines.
5) **Connections to English/language arts and mathematics** – students' learning reflects real-world contexts as it explicitly uses practices and understandings from mathematics and English/language arts.

DPI recommends the following elements of a textbook/instructional resources review process using this tool:

- Teams reviewing texts could include teachers, administrators, community members, Institute of Higher Education (IHE) representatives, and students.
- If they do not have one, schools should establish a vision for students' science education to ensure that instructional resources selected align with this vision.
- Teams should collaboratively review a series of lessons or units, then review another set of lessons, checking for consistent quality throughout instructional resources. Team members should use these lessons/units to provide examples and evidence for analysis in each category (row).
- No material will meet all of these Next Generation criteria, so **it is important to consider the characteristics holistically, not as checklists**. Therefore, before you evaluate, you will need to consider which among these categories are your **non-negotiables**.
- In the end, teams will want to evaluate instructional resources based on where the majority of alignment evidence falls. The final analysis, written on the last page of this document, should include **claims** for how well these instructional resources align with the school's vision and standards, and whether the team wants to consider them for adoption. The team should provide **evidence** and **reasoning** in relation to that consideration, continually **relating it back to the district's K-12 vision for science education.**
    - A sample statement within the final analysis might be: "To engage students and empower them to make science-based decisions in their life after formal schooling, they need to investigate and make sense of real-world phenomena at a deep level. In these instructional resources, students do that in the investigations noted on pages 30, 72, 112, and 152 of the reviewed resource. This type of work appears to be a consistent element of these instructional resources."
    - Crafting statements like the above sample in relation to all relevant portions of your vision for science education will support decision-making about instructional resources adoption.

This evaluation tool draws heavily from the EQuIP rubric and PEEC alignment tools, developed by Achieve.

Characteristic	Desired Characteristic	Example or Evidence of the Desired Characteristic	Additional Comments
A) Approach to Phenomena	• Learning is organized around essential questions and investigating meaningful phenomena within a storyline. • Students have opportunities to design investigations and build evidence for scientific models that explain phenomena. • The primary goals are making sense of the world and solving problems, **not** *covering* content. • Students have opportunities to initiate explorations linked to what they think is important, what they wonder about, and what is happening in their local context.		
B) Three Dimensional	• Students engage in multiple **scientific and engineering practices** (no longer "*a* scientific method") to learn about the world around them and solve problems. • Learning is framed by **crosscutting concepts** (cross-disciplinary science ideas). • A blend in practices, **disciplinary core ideas**, and crosscutting concepts is evident in how material is presented, not just what students are asked to do.		

C) Crosscutting Concepts	• As an integral part of their work, students make sense of and ask questions of phenomena across disciplines using the lens of crosscutting concepts. • Crosscutting concepts frame scientific inquiry and illustrate connections across scientific disciplines, with consistent, explicit use of that language (i.e., cause and effect, scale, systems, etc.).		
D) Clear Learning Objectives Linked to Essential Questions	• Multiple lessons work together towards objectives/enduring understandings that include practices, core ideas, and crosscutting concepts. Performance expectations inform objectives. • Lessons include essential and additional questions that prompt sense-making of phenomena and means for doing so. • Students understand how objectives and questions connect to big ideas of the unit.		
E) Clear Progression Across and Within Grades with Focused Content	• There is a clear progression of disciplinary core ideas, practices, and crosscutting concepts within a grade and from grade to grade. • Instructional resources focus on narrow, coherent, and developmentally appropriate sets of content at each grade level, supporting a vertical progression of conceptual understanding. • Information is scientifically accurate.		

F) Teacher Supports	● Embedded professional development provides tailored supports at ES, MS, and HS, such as additional content background information, learning progressions, coherent storylines, and guidance on conducting three-dimensional investigations. ● Supports research-based instructional practice. ● Student preconceptions are identified with guidance for how to work with them. ● Specifies materials to be used; provides quality, durable equipment if kit-based. Potential safety concerns are listed and explained.		
G) Dialogue and Communication, Links to CCSS ELA	● Supports for structured whole-class and small group communication and dialogue are part of every lesson and investigation. ● Notebooking supports are provided. ● Investigations ask students to formally and informally present and defend their claims with evidence, attending to audience and using proper vocabulary. ● Argumentation is an expectation.		

H) Links to CCSS Math	• Students create and evaluate mathematical models in their explanations and understanding of scientific phenomena. • Instructional resources focus on a conceptual understanding of simulations and models, allowing for students to manipulate, evaluate, and create such models through computational thinking. • Students create, interpret, use, and evaluate graphical displays of data, ensuring accurate explanations.		
I) Engineering	• Students engage in engineering design (defining problems with criteria and constraints, designing and testing solutions, etc.) to solve meaningful problems. • Engineering work extends and deepens student understanding of science content and practice, and students see how science and engineering function together.		
J) Nature of Science and Diversity of Perspective	• The nature of science is embedded throughout student learning from a current and historical context. • Instructional resources connect students to the content and practice of actual scientists and engineers, including current and past work by a diverse group of scientists and engineers. Students see people like themselves. • Students are given real-world opportunities to work like scientists and engineers, emphasizing that STEM fields require perseverance and a growth mindset.		

K) Differentiation: Meet Needs of All Learners	• Instructional resources include specific strategies for engaging and supporting *all* students. • Students consistently have multiple pathways/modalities for showing their understanding of concepts, and have choices in learning that allow them to connect to meaningful aspects of their culture and community. • Instructional resources emphasize high standards for learning and the products that represent learning. • Connecting to and supporting diverse interests and learning needs are infused throughout, including other languages and reading levels. • Spanish language materials available		
L) Formative Assessment	• Provide structured supports for ongoing assessments linking to practices, core ideas, and crosscutting concepts, with guidance for using the data to determine next steps. • Provide specific strategies for how to support students struggling with concepts and skills. • Comes in several formats, related to learning objectives and progressions, with examples of how students might demonstrate proficiency in multiple modes.		

M) Summative Assessment	• Emphasizes authentic assessments such as portfolios, projects, performance tasks, and hands-on work, where the line between assessment and typical learning activities is blurred. • Allows for student work across the three dimensions, not just working with each separately. • Includes differentiated assessment options with multiple means for expressing understanding. • Provides quality rubrics that emphasize a true progression of learning, not relying on such categories as sometimes, never, or always to differentiate levels of learning.		
N) Technology and Instructional Resources Connections	• Instructional resources guide students' use of technological tools for research, data collection and analysis, modeling, collaboration, communication, etc. • Technology tools and connections support depth of learning and other benefits that could not be accomplished otherwise. • Students have opportunities to determine when and how to best use technology tools.		

APPENDIX E

SOCIAL STUDIES

Review Team

TEAM MEMBER	SCHOOL
Aquino, Nicole	Bullen Middle School
Arbinger, Joseph	Lincoln Middle School
Baratta, Amy	Bullen Middle School
Burns, Douglas	Mahone Middle School
Hahn, Ashley	Mahone Middle School
Krueger, Jennifer	Mahone Middle School
Massouh, Jameel Badih	Indian Trail High School and Academy
McKim, Sean	Tremper High School
Meyer, Jessica	Lincoln Middle School
Orth, Michael	Tremper High School
Quirk, Shawn	Washington Middle School
Schuler, Julie	Lincoln Middle School
Vidas, Michael	Indian Trail High School and Academy

Design Team

TEAM MEMBER	SCHOOL
Aquino, Nicole	Bullen Middle School
Arbringer, Joseph	Lincoln Middle School
Baratta, Amy	Bullen Middle School
Fischer, Kimmarie	Bradford High School
Geyer, Christine	Lincoln Middle School
Hahn, Ashley	Mahone Middle School
Johnson, Clifford	Tremper High School
Kotz, Maria	Indian Trail High School and Academy
Makowka, Michael	Lance Middle School
Massouh, Jameel Badih	Indian Trail High School and Academy
McKim, Sean	Tremper High School
Meyer, Jessica	Lincoln Middle School
Orth, Michael	Tremper High School
Ortiz, Pablo	LakeView Technology Academy
Owens, Paula	Lance Middle School
Pendleton, Julie	Lance Middle School
Quirk, Shawn	Washington Middle School
Repta, Rosanne	Indian Trail High School and Academy

TEAM MEMBER	SCHOOL
Smith, Gretchen	Mahone Middle School
Traske, Robert	Bullen Middle School
Vidas, Michael	Indian Trail High School and Academy
Winger, Megan	Bradford High School

Grade Level _____

Today's date _____

	HMH	Pearson	McGraw	
4=Excellent **3=Good/Adequate** **2=Partial evidence, could be better** **1=Very inadequate** **0=No evidence of criteria being met**				
Content				
• Content is current, accurate and inclusive.				
• The degree to which the instructional material is able to communicate the essential elements of the standards to students.				
• Content is grade-level appropriate.				
• Readability is on grade level.				
• Critical thinking skills are developed.				
Total for **Content** section				
Work Teachers Do				
• Activates prior knowledge: What suggested strategies are provided to alert teacher to common student misconceptions, help frame instruction?				
• Provides content support: What level of essential information is included for teacher to succeed, provide resources for teacher to learn more?				
• Suggests ways to differentiate instruction: What specific strategies are provided to adapt or modify instruction for various subgroups, including English language learners, special education, gifted and talented?				
• Specific English Language Learner support is provided. (examples?)				
• Resources to reach all learners are provided—differentiated materials?				
• User friendly				
• Total for **Work Teachers Do** section				

4=Excellent **3=Good/Adequate** **2=Partial evidence, could be better** **1=Very inadequate** **0=No evidence of criteria being met**				
Work Students Do				
• Student tasks and assignments: What is the quantity, quality, relationship with content standards, and level of interest for the student?				
• Sequencing of the material: Is it logical, internally consistent, and understandable by the student?				
• Reading strategies and reading skills are taught, practiced, and applied.				
• Comprehension is reviewed frequently.				
• Lesson summaries are provided				
• Strategies for learning and remembering vocabulary words are provided.				
Total for **Work Students Do** section				
Assessments				
• Variety (formative, summative, performance, objective, writing assignments, research projects)				
• Are two versions of each assessment available?				
• Alignment to content standards (the degree to which they measure understanding and mastery of key concepts)				
• Grading guides (rubrics, model answers)				
• Informing instruction (provides suggestions to teachers on how to interpret student performance as a guide to further instruction)				
Total for **Assessments** section				
Other Criteria				
SUPPLEMENTAL MATERIALS: • What ancillary materials come with the program?				
• Technology is available to support teachers and students				
• What is available for students online?				
Total for **Other Criteria** section				

4=Excellent **3=Good/Adequate** **2=Partial evidence, could be better** **1=Very inadequate** **0=No evidence of criteria being met**				
• How many subsequent years of consumable materials will be included?				
• Technology is available to support teachers and students (unit videos, test generators, e -books, lesson planners, audio CDs, etc.).				
• What is available for students online?				
• Clickers—are materials made for them? •				
• What training for technology is available?				
SUPPORT • What inservice training is available? • What about post-sales support? • Future follow-up training available?				
Total for **Other Criteria** section				

Total for each section for each publisher

	Publisher			
Section				
Content				
Work Teachers Do				
Work Students Do				
Assessments				
Other Criteria				

Overall recommendation of a book _____
Explain your answer.

Your signature _____

Kenosha Unified School District

3600 52ND ST., KENOSHA, WI 53144
P 262-359-6300 • F 262-359-7672

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Paragon Development Systems, Inc. and CDW - Government

Purchased Good/Program: Chromebook 11 G5 EE with Google License and Charging Carts

Start Date/Date Needed: May 1, 2018

1. PURPOSE – What is the purpose of the proposed purchase?

   The purchase of these materials will allow health education students to have continual access to up to date and credible information that supports the standards based curriculum.

2. FUNDING – What is the total cost of purchase and the funding source?

   The quote for materials purchased is $69,978.44, and the funding source is the Teaching and Learning budget. The purchase includes 7 sets class sets of 35 Chromebook Computers, and 7 charging carts to house them in the classrooms.

3. REQUEST FOR PROPOSAL (RFP) – indicate if an RFP has been completed

   YES ☑ NO ☐ If no, please request an RFP packet

4. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

   A. These computers will support the content taught within the health curriculum.
   B. Provide a tool for each student to access credible resources to support their learning.
   C. Provide a tool for teachers to accurately track and support student achievement to continually improve their instruction.

5. START DATE – When is the anticipated start date?

   May 1, 2018

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature Julie Hoffman Date 3-8-18

Kenosha Unified School District

3600 52ND ST., KENOSHA, WI 53144
P 262-359-6300 • F 262-359-7672

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Houghton Mifflin Harcourt

Purchased Good/Program: HMH Science Dimensions for Grades 6-11 Science

Start Date/Date Needed: May 1, 2018

1. PURPOSE – What is the purpose of the proposed purchase?

The purchase of these materials will provide science instructional materials aligned to the district's science standards for grades 6-8, biology, chemistry, conceptual physics, matter and energy, and earth science.

2. FUNDING – What is the total cost of purchase and the funding source?

The quote for materials and services is approximately $1.1 million, and the funding source is the Teaching and Learning budget. The purchase includes: teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

3. REQUEST FOR PROPOSAL (RFP) – indicate if an RFP has been completed

YES ☑ NO ☐ If no, please request an RFP packet

4. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

A. Support the content teaching standards outlined in the district science curriculum.

B. Provide resources to support all learners' needs (e.g., students learning a second language, special education students, students needing scaffolded support above or below grade level, etc.).

5. START DATE – When is the anticipated start date?

August 28, 2018

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature *[signature]* Date 3-5-18

Kenosha Unified School District

3600 52ND ST., KENOSHA, WI 53144
P 262-359-6300 • F 262-359-7672

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: McGraw Hill

Purchased Good/Program: McGraw Hill Networks Grades 6, 7, and 10

Start Date/Date Needed: May 1, 2018

1. PURPOSE – What is the purpose of the proposed purchase?

   The purchase of these materials will provide social studies instructional materials aligned to the district's social studies standards for grades 6, 7, and 10 covering world history and geography.

2. FUNDING – What is the total cost of purchase and the funding source?

   The quote for materials and services is approximately $390,000; and the funding source is the Teaching and Learning budget. The purchase includes: teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

3. REQUEST FOR PROPOSAL (RFP) – indicate if an RFP has been completed

   YES ☑ NO ☐ If no, please request an RFP packet

4. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

   A. Support the content teaching standards outlined in the district social studies curriculum.

   B. Provide resources to support all learners' needs (e.g., students learning a second language, special education students, students needing scaffolded support above or below grade level, etc.).

5. START DATE – When is the anticipated start date?

   May 1, 2018

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature *Julie Hueckman* Date 3-8-18

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KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
November 14, 2017
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Coleman was called to order at 5:46 P.M. with the following committee members present: Mrs. Payne, Dr. Werwie, Ms. Winter and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mrs. Hamilton and Mrs. Ross-Corbett arrived later. Mr. Wade, Mr. Garcia, Mrs. Snyder and Mrs. Kindle were excused. Mr. Packard was absent.

Mrs. Coleman welcomed Ms. Winter, new student advisor, to the Committee.

Mrs. Coleman noted that there was not a quorum present; therefore, no action could be taken.

Information Items

Mrs. Coleman noted that the Minutes from the September 12, 2017 Curriculum/Program meeting were included in the agenda for informational purposes only. There were no questions from Committee members.

Mrs. Hamilton arrived at 5:51 P.M.

Mrs. Julie Housaman, Chief Academic Officer, and Mrs. Jennifer Lawler, Coordinator of Mathematics, presented the Elementary Math Audit.

Mrs. Ross-Corbett arrived at 6:00 P.M.

Mrs. Housman and Mrs. Lawler gave a PowerPoint presentation on the elementary math audit and curriculum audit which covered the following topics: today's outcome, culminating results of the curriculum audit, policy 6300 - curriculum development and improvement, 6610 - selection of instructional materials, live binders, elementary math curriculum development, WEC and KUSD partnership, evaluation topics, overarching evaluation questions, mixed methods evaluation, key findings, recommendations and next steps: phases 2-5.

Dr. Savaglio-Jarvis, Mrs. Housaman and Mrs. Lawler answered questions from Committee members.

Future Agenda Items

Mrs. Coleman noted that the Head Start Semi-Annual Report and the Adoption of Instructional Materials were tentatively scheduled to be presented in February, 2018.

Meeting adjourned at 6:25 P.M.

Stacy Schroeder Busby
School Board Secretary

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 13, 2018

Blended Learning Enrichment Program Update

Background

Based on the research findings of exemplar gifted and talented programs and best practices in gifted education, the talent development advisory committee recommended that the Wisconsin Response to Intervention (RTI) framework be the service model for Kenosha's Talent Development Program.

Kenosha's talent develop program is designed to offer a multilevel system of support. The needs of most students are addressed by the classroom teacher through curriculum extensions and curriculum compacting. Select intervention services will be available for students identified for more specialized services. Most often these opportunities will be provided during a designated intervention/enrichment period. When testing indicates that a student should receive intense enrichment services, a gifted and talented education plan is written; and this plan will recommend either subject acceleration, grade level acceleration, or a GaTE program.

On February 13, 2017 the School Board approved the blended learning enrichment program as an intensive enrichment intervention for students entering grade six that meet the criteria for an intense enrichment intervention.

The purpose of this report is to provide an update on the implementation of the blended learning enrichment program in the following areas:

- Implementation: Were your program's activities put into place as originally intended?
- Effectiveness: Is your program achieving the goals and objectives it was intended to accomplish?
- Efficiency: Are your program's activities being produced with appropriate use of resources such as budget and staff time?
- Cost Effectiveness: Does the value or benefit of achieving your program's goals and objectives exceed the cost of producing them?
- Attribution: Can progress on goals and objectives be shown to be related to your program, as opposed to other things that are going on at the same time?

Implementation

The blended learning program fuses the on-line learning and in-person school learning. The design of our model is to provide a location in each middle school for the blended learning enrichment students to work daily during the scheduled math and English class times for 6th grade. One day each week the Kenosha eSchool teachers meet with the students in their content group to explore curricular topics at a deeper level. Researchers have found that gifted students learn more and retain content with more accuracy when allowed to work on projects that have real world relevance. The following chart provides the schedule of service for each school:

Schedule of Service for Blended Learning Enrichment Face-to-Face Sessions				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9:03-9:56 Bullen (Math) Library	9:42-10:47 Mahone (ELA) Library	8:56-10:10 Washington (Math) 116	8:58-10:10 Washington (ELA) 027	Class make-up times due to staff illness, snow days, field trips, etc. are scheduled on Fridays
9:59-10:52 Bullen (ELA) Library	11:26-12:30 Lance (Math) Library 19B	9:43-10:50 Lance (ELA) Library/201		
	12:54-1:41 Lincoln (ELA) 016	12:08-1:18 Mahone (Math) Library		
	2:15-3:13 Lincoln (Math) 016			

The following chart provides enrollment information for the English and math blended learning enrichment programs.

Content	Number of Students Invited to Participate	Number of Students Currently Enrolled	Rationale for Changes
English	38	25	• 3 students declined to enroll • 2 students moved out of the district • 8 students returned to the school offered 6th grade English
Math	34	30	• 1 student declined to enroll • 1 student moved out of the district • 2 students returned to the school offered 6th grade math

Effectiveness

PROGRAM GOALS

Four program goals were identified for the middle school blended learning enrichment program:

Goal 1 – Increase the number of identified gifted and talented students achieving an advanced score on the ACT in grade level (a score higher than 28).

Percent of Identified Gifted and Talented Students Achieving an Advanced Score on the ACT		
Year	**English**	**Math**
2015	3.8%	3.8%
2016	2.6%	3.4%
2017	3.3%	3.9%

- 2017 analysis of English ACT results:
  - Fifty-six students received a score of 28 or above
  - Eight of these students were enrolled in the elementary magnet talent development program in fifth grade
  - Twenty-five students from the elementary magnet talent development program took the 11th grade English ACT exam in 2017 and 32% of these students had a score of 28 or higher

- 2017 Analysis of math ACT results:
  - Sixty-seven students received a score of 28 or above
  - Six of these students were enrolled in the elementary magnet talent development program in fifth grade
  - Twenty-five students from the elementary magnet talent development program took the 11th grade math ACT exam in 2017 and 24% had a score of 28 or higher

This goal will be assessed when the current 6th grade blended learning enrichment students participate in the ACT exam in the spring of 2023 and then evaluated each year thereafter.

Goal 2 – Increase the number of identified gifted and talented students completing four years of honors, AP or Youth Options with a grade of "B" or higher.

- There are 25 students in the 2018 cohort group from the elementary magnet talent development program. Nine of these students or 36% had a grade of "B" or higher in English and Math in honors, AP or Youth Options in 11th grade.

This goal will be assessed for the first time in June 2024 when the current 6th grade blended learning enrichment students complete their final semester of high school. Beginning in June 2021, progress toward obtaining this goal will be monitored annually as the this current 6th grade cohort complete grade 9, grade 10 in 2022 and grade 11 in 2023.

Goal 3 – Increase the number of identified gifted and talented students participating in AP Calculus in 11th grade.

Number of Students Participating in AP Calculus as Juniors	
2015	5
2016	11
2017	24

- In 2017, seven of the twenty-four students enrolled in AP Calculus were enrolled in the elementary magnet talent development program.
- Twenty-five students from the elementary magnet talent development program were enrolled in Kenosha Unified School District in 2017.
    - Seven of the students or 28% were enrolled in AP Calculus in their junior year.

Goal 4 – Increase the number of identified gifted and talented students achieving an advanced score on the Wisconsin Forward Exam in Grade 6 English and Math.

Percent of Current 6th Grade Blended Learning Enrichment Students Achieving an Advanced Score in English and Math on the Wisconsin Forward Exam		
Grade Level	**English**	**Math**
4	68%	52%
5	86%	71%

This goal will be assessed in summer 2018 upon the release of the 2018 Wisconsin Forward Exam scores.

STUDENT GRADES

Seventy-seven percent of the sixth grade blended learning honors English students completed the first semester with an "A", 11% of the students received a "B" at the end of the semester, and 11% received a "C".

Sixth Grade Honors English Semester Grades Number of Students								
A+	A	A-	B+	B	B-	C+	C	C-
12	6	3	2	0	1	3	0	0

Seventy percent, of the sixth grade blended learning honors math students completed the course with an "A", 17% of the students completed the course with a "B" and 13% completed the course with a "C".

Sixth Grade Honors Math Final Grades* Number of Students								
A+	A	A-	B+	B	B-	C+	C	C-
8	10	3	4	1	0	4	0	0

*****Students complete 6th grade honors math the first semester and will begin the 7th grade honors math second semester.

Over 70% of the blended learning enrichment students are achieving at an "A" level in English and math.

STUDENT SURVEYS

Teachers administer formal and informal surveys throughout the courses to inform their instructional planning. An anonymous Google form survey link was provided to all 55 students during their face-to-face blended learning sessions in February 19, 2018 – February 22, 2018. Twenty-four of the 25 students in the blended learning English course and 29 of the 30 students in the blended learning math course completed the survey.

Over 89% of the students responded that they strongly agree or agree with the statement, "I feel that I am successful in my blended learning English and/or math course." The blended learning teachers continually differentiate their instruction to meet the academic needs of their students.

Blended Learning Enrichment Program Student Survey Results for English					
Statements	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
I feel that I am successful in my blended learning English course.	33.3%	58.3%	4.2%	4.2%	0%
I can complete my blended learning English course homework independently.	12.5%	66.7%	20.8%	0%	0%
I can complete my blended learning English homework in a reasonable amount of time.	8.3%	41.7%	45.8%	4.2%	0%
The activities offered during my face-to-face English sessions are interesting.	45.8%	33.3%	16.7%	0%	4.2%
The blended learning format works well with my learning style.	37.5%	33.3%	16.7%	8.3%	4.2%
I feel a sense of belonging in the blended learning Program.	50%	41.7%	8.3%	0%	0%
I am comfortable asking for help from my blended learning English teacher.	60.9%	30.4%	8.7%	0%	0%

My blended learning English course is preparing me for the next school year.	50%	29.2%	12.5%	4.2%	4.2%
The blended learning English course fits my academic needs.	75%	20.8%	0%	0%	4.2%
I enjoy the blended learning English course.	39.1%	47.8%	8.7%	4.3%	0%
The classroom lessons during my face-to-face English sessions are motivating and engaging.	45.8%	29.2%	16.7%	4.2%	4.2%

Blended Learning Enrichment Program Student Survey Results for Math					
Statements	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
I feel that I am successful in my blended learning math course.	41.4%	48.3%	10.3%	0%	0%
I can complete my blended learning math course homework independently.	7.1%	71.4%	21.4%	0%	0%
I can complete my blended learning math homework in a reasonable amount of time.	21.4%	32.1%	39.3%	3.6%	3.6%
The activities offered during my face-to-face math sessions are interesting.	60.7%	35.7%	3.6%	0%	0%
The blended learning format works well with my learning style.	27.6%	48.3%	17.2%	6.9%	0%
I feel a sense of belonging in the blended learning program.	55.2%	34.5%	6.9%	3.4%	0%
I am comfortable asking for help from my blended learning math teacher.	64.3%	32.1%	3.6%	0%	0%
My blended learning math course is preparing me for the next school year.	48.3%	44.3%	6.9%	0%	0%
The blended learning math course fits my academic needs.	58.6%	37.9%	3.4%	0%	0%
I enjoy the blended learning math course.	48.3%	44.8%	3.4%	3.4%	0%
The classroom lessons during my face-to-face math sessions are motivating and engaging.	62.1%	31%	6.9%	0%	0%

PARENT SURVEY RESULTS

An anonymous Google form survey was sent to 50 recipients for the blended learning English course and to 58 recipients for the blended learning math course through e-mail on January 24, 2018. A reminder email went out on January 29, 2018 and the survey closed on

January 31, 2018. The majority of responses from parents who elected to participate in the survey feel the blended learning enrichment program is meeting the needs of their students.

Blended Learning Enrichment Program Parent Survey Results for English					
Statements	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
My child feels successful in his or her blended learning English course.	64.3 %	21.4%	0%	7.1%	0%
My child can complete his or her blended learning English course homework independently.	71.4 %	21.4%	0%	7.1%	0%
My child completes his or her blended learning English homework in a reasonable amount of time.	50%	28.6%	0%	14.3%	0%
The activities offered during my child's face-to-face English sessions match his or her interests.	42.9 %	42.9 %	14.3%	0%	0%
The blended learning format works well with my child's learning style.	71.4%	14.3%	14.3%	0%	0%
My child feels of a sense of belonging in the blended learning Program.	64.3%	28.6%	7.1%	0%	0%
I feel my child's blended learning English course is preparing him/her for his/her next academic year.	71.4%	21.4%	7.1%	0%	0%
Given my child's academic background, I feel that the blended learning English course fits his or her needs.	71.4%	14.3%	0%	7.1%	0%
My child enjoys the blended learning English course.	64.3%	14.3%	14.3%	0%	7.1%
The classroom lessons during my child's face-to-face English sessions are motivating and engaging.	57.1%	21.4%	21.4%	0%	0%

Blended Learning Enrichment Program Parent Survey Results for Math					
Statements	**Strongly Agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
My child feels successful in his or her blended learning math course.	58.8 %	35.3%	0%	0%	0%
My child can complete his or her blended learning math course homework independently.	52.9 %	35.3%	11.8%	0%	0%
My child completes his or her blended learning math homework in a reasonable amount of time.	52.9 %	29.4%	11.8%	0%	0%

The activities offered during my child's face-to-face math sessions match his or her interests.	47.1 %	17.6%	35.3%	0%	0%
The blended learning format works well with my child's learning style.	47.1%	11.8%	23.5%	17.6%	0%
My child feels of a sense of belonging in the blended learning program.	29.4%	35.3%	23.5%	11.8%	0%
I feel my child's blended learning math course is preparing him/her for his/her next academic year.	58.8%	29.4%	11.8%	0%	0%
Given my child's academic background, I feel that the blended learning math course fits his or her needs.	58.8%	29.4%	11.8%	0%	0%
My child enjoys the blended learning math course.	47.1%	29.4%	11.8%	0%	7.1%
The classroom lessons during my child's face-to-face math sessions are motivating and engaging.	41.2%	29.4%	23.5%	0%	0%

PARENT TEACHER CONFERENCE PARTICIPATION

Parent teacher conferences for the blended learning enrichment program were held on October 12, 2017 at Kenosha eSchool. Thirty-eight percent of parents with students in the English class and 43% of parents with students in the math class participated in conferences.

The second blended learning enrichment program parent teacher conference session took place on February 22, 2018. Forty-eight percent of the parents with students in the blended learning English class and 33% of parents with students in the blended learning math class participated in conferences.

Efficiency

The Kenosha eSchool middle school math and English teachers are the instructors for the on-line and face-to-face components of the blended learning program. Additional time was provided for both teachers in the summer of 2017 to plan for the face-to-face instructional component.

Cost Effectiveness

Additional resources were not required to implement the blended learning enrichment program other than a minimal amount of additional time for teachers to plan face-to-face instructional units in the summer.

Attribution

The progress on goals and objectives is related to this program as these students are

enrolled in a specific blended learning course for English and/or math. Having said this, it is understood that all instruction that occurs within a school day is likely to impact student performance in all academic areas.

This is an information only item.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Patricia Clements
Coordinator of Talent Development

Mr. Dan Tenuta
Principal, Kenosha eSchool

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