SHEBOYGAN AREA
SCHOOL DISTRICT

NOTE: This meeting will be held in the Boardroom.

*Starting/ending times may vary

Tuesday, March 14, 2023
Starting Time: 6:00 – 6:20 p.m.*
CHAIR: Ms. Robbins
MEMBERS: Mr. Mancl, Vice Chair
Mr. Burg
Mr. Laster
(a quorum of the Board may be present)

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, March 14, 2023 at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Boardroom. In addition, the District is offering audio and video access to the meeting via phone connection by calling 1-312-626-6799 with Meeting ID: 878 5229 0485 and Passcode: 556367 or https://us06web.zoom.us/j/87852290485?pwd=S084N1ZCSmFIdkhGZEcrZkV3ZEx3QT09 at the scheduled meeting time.

REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE
AGENDA

10 Min.   1.   **ELEMENTARY READING LITERACY AUDIT UPDATE – Mr. Jacob Konrath/Mr. Jim Renzelmann** (Information/Discussion)

The administration will provide an update on the progress of the Literacy Audit conducted during the year.

10 Min.   2.   **ELEMENTARY MATH INTERVENTION UPDATE – Mr. Jacob Konrath/Mr. Eric Spielman** (Information/Discussion)

The administration will provide an update regarding professional development and implementation of Bridges Intervention and Add+VantageMR (AVMR).

SHEBOYGAN AREA

— SCHOOL DISTRICT —

Literacy Audit Update

March 14th, 2023

Audit Purpose

- **Curriculum Review is a yearly process**
  - Through our district and building department meetings and data retreats, we review our curriculum and goals on a yearly basis

- **Audit Process is a more intensive review**
  - The audit process is designed to assess the system
  - Identify celebrations and areas for growth
  - Examine our practices and recalibrate processes at a district level

purpose

Audit Data

Review of Our Systems

Student Data Lens **Instructional Data Lens**
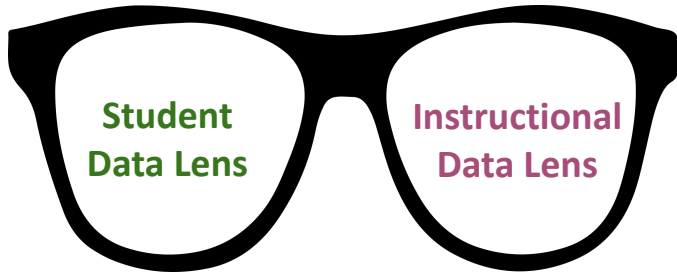
- The audit focused on two data lenses- student and instructional
- Student Data- provides an opportunity to ask questions
- Instructional Data- can help clarify our student data questions and may also lead to more questions
  - Instructional Data is not collected as frequently at a district level
- Looking through only one lens can lead us to making assumptions that may or may not be accurate

Instructional Practice Data- Random classrooms

- **Observations-** Classroom observations were conducted across the district. Classrooms were chosen at random to allow for equitable representation across grade levels, schools and school enrollments.
  - An agreed upon "look-for" document was used to gather instructional data in the following areas:
    - Classroom Environment
    - Whole Group Explicit Instruction
      - Mini lesson, explicit practices and language, level of rigor
    - Differentiation Structures
      - Small group, guided reading, conferences
    - Student Engagement

Audit Process for Gathering Data

Perception Data- All Teachers and Principals

- **Teacher Survey-** The purpose of the survey was to gain insights into teachers' perceptions specific to planning, knowledge and understanding of structures, resources, and professional development. These insights were used to draw deeper insight into the results of the observation data.

- **Principal Survey-** The purpose of the survey was to gain insights into the principals' perceptions regarding planning, the leaders' literacy knowledge and understanding, knowledge of resources, perception of teachers and professional development for leaders.
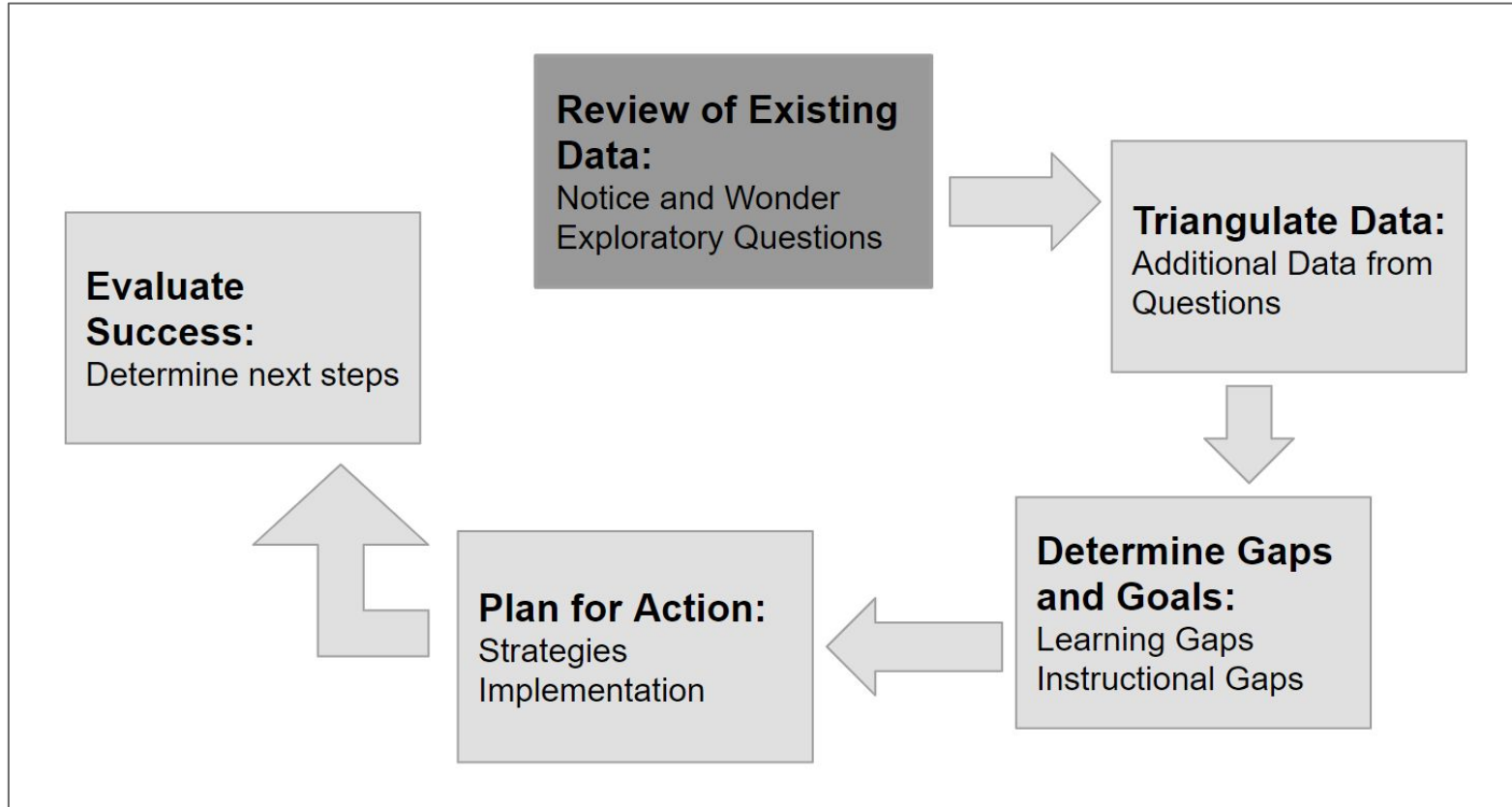
Audit: Strategic Planning

After collecting data:

- District leadership team met for strategic planning sessions to review the systems data

  - Addressed our assumptions and interpretations of the data as it relates to our beliefs and observations in our own schools

- Identified gaps between research and practice

  - Reviewed current and relevant research on best practices and identified strengths and opportunities for growth

- Developed and agreed upon a plan to address systems and instructional practice changes

  - Developed a three-year strategic plan to grow as a system and leverage the strengths that exist in our system

Audit: Strategic Planning

Review of Existing Data:
Notice and Wonder
Exploratory Questions

Triangulate Data:
Additional Data from Questions

Evaluate Success:
Determine next steps

Plan for Action:
Strategies
Implementation

Determine Gaps and Goals:
Learning Gaps
Instructional Gaps

Audit Next Steps

Aim Statement:

SASD will ensure that all K-5 students become proficient readers by building **high-impact systems and processes** to support literacy instruction, **high leverage instructional & assessment** practices, and **high quality resources** to support all students.

High Impact Systems and Processes

- Professional Development
  - To support practice changes
  - To review current and relevant research regarding reading instruction

- Reinforce expectations for Reading and Writing instruction
  - Leaders will use a commonly developed document to support instructional practices

Audit Next Steps

Aim Statement:

SASD will ensure that all K-5 students become proficient readers by building **high-impact systems and processes** to support literacy instruction, **high leverage instructional & assessment** practices, and **high quality resources** to support all students.

High Leverage Instructional and Assessment Practices

- Intentional planning aligned to standards for whole group and small group instruction
- Implement and refine evidenced based strategies for literacy instruction
- Gradual Release of Responsibility framework used consistently in instruction
  - Specifically when supporting new teachers
- Feedback and coaching to support individual student needs based on a variety of formative assessment strategies

Aim Statement:

SASD will ensure that all K-5 students become proficient readers by building **high-impact systems and processes** to support literacy instruction, **high leverage instructional & assessment** practices, and **high quality resources** to support all students.

High Quality Resources

- Access to a variety and volume of high-quality texts in a classroom library

- Reinforce clear expectations and resources for teachers around reading and writing instruction

- Resource review to identify alignment with current research

Audit: Looking Ahead

Strategic Plan Rollout- All K-5 classroom teachers will meet on March 15th for presentation of the audit results

Leadership Team- Continue work in focus teams to advance action items for spring

Leaders Norm Lens- Principals and coaches will engage in observations of lessons to "norm" our lens on instructional practices

April 2023

March 2023

May 2023

June 2023

CESA 7 Professional Development- A district team will attend a professional development event to set foundation for our work ahead

FInalize Strategic Plan through 2024-25- Address all action steps through the 24-25 school year and begin the assessment and resource review process

# Questions

Math Intervention

Bridges Intervention

- Professional Development for all elementary teachers in November

- Targeted tier 2 instruction tied specifically to Bridges and Number Corner lessons and assessments

- Organized by specific skills rather that grades

- Implemented in a variety of settings (whole class, small group, etc)

- Significant use of visual models to support conceptual understanding prior to procedural fluency
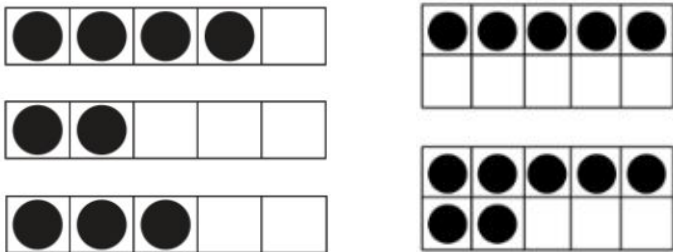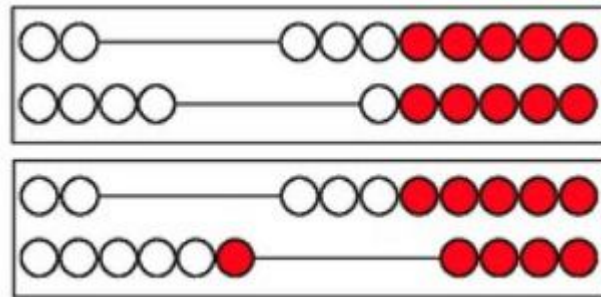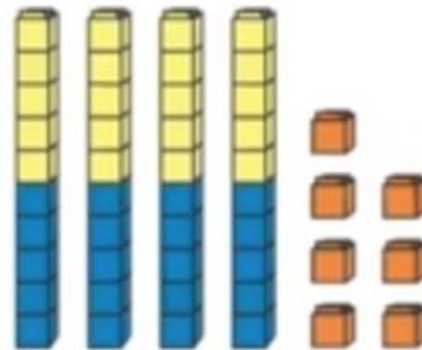
Add+Vantage Math Recovery (AVMR)

- AVMR professional development in the SASD dates back to 2012

- Two spring cohorts and one summer cohorts; 40+ educators

- Course 1 focuses on number words and numerals, structuring numbers, and addition and subtraction strategies

- Focused on diagnosing and advancing student mathematical understanding and numeracy development

- Short and long term vision

AVMR Assessment Example

If you have have 8 red counters and 5 blue counters, how many counters are there altogether?

- Count from 1

- Counts on

- Adds through 10

- Uses Groups

Questions?