



SHEBOYGAN AREA

SCHOOL DISTRICT

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Tuesday, June 27, 2023

Starting Time: 6:00 – 6:15 p.m.*

CHAIR: Ms. Robbins

MEMBERS: Mr. Mancl, Vice Chair

Ms. Versey

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, June 27, 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: 869 0107 2281 and Passcode: 530843 or <https://us06web.zoom.us/j/86901072281?pwd=QTlIUjQ0bTJHT0FjWktESVd5VjdDQT09> at the scheduled meeting time.

REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE AGENDA

- 8 Min. 1. **ACHIEVEMENT GAP REDUCTION (AGR) GOAL UPDATE – Mr. Jacob Konrath/Ms. Amy Buffington/Mr. Paul DePagter/Mr. Patrick Neils/Mr. True Vang** (Information/Discussion)

The administration will provide an update regarding the Achievement Gap Reduction (AGR) goals at Grant, Jefferson, Longfellow, and Sheridan Elementary Schools.

- 5 Min. 2. **2022-2023 ES3 GRANT AND SPECIAL EDUCATION PROGRAMS UPDATE – Mr. Jason Ledermann** (Information/Discussion)

The administration will provide an update of the results of special education grants and programs from the 2022-2023 school year.

- 2 Min. 3. **ADOPTION OF TEXTBOOKS/INSTRUCTIONAL MATERIALS – Mr. Jacob Konrath/Mr. Jim Renzelmann/Mr. Eric Spielman** (Discussion/Possible Action)

The administration recommends adoption of textbooks/instructional materials for the following course:

- Advanced Algebra (grades 9-12) North & South High Schools
- Personal Finance (grades 10-12) North High School
- Psychology Courses 1 & 2 (grades 10-12) North & South High Schools
- Middle School English Language Arts (ELA) (grades 6-8)

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Achievement Gap Reduction (AGR) End of Year Board Report

Date: June 27, 2023

Prepared by: Jake Konrath, Assistant Superintendent — Student and Instructional Services

Recommended action: Information only

x Presentation/discussion

Discussion/action by committee

Discussion/action by Board of Education

Presentation/action next meeting

Purpose: Administration will provide the Board with an update on the end of year Achievement Gap Reduction(AGR) program currently in place at Grant, Jefferson, Longfellow, and Sheridan schools.

How does this relate to the Principles of Equity: AGR funding is distributed to schools with high populations of students qualifying for free/reduced lunch. SASD's Principles of Equity strive to remove barriers for all learners. The goal of AGR funds is to allocate additional resources to combat the negative effects of poverty on a child's education. While all of the Principles apply, Principle 7 specifically directs the district to align funding with the directives of the other six Principles. The use of AGR funds, specifically how the SASD allocates those funds, meets the goal of the district's Principles of Equity.

Recommendation: N/A

Background: In 2015, Wisconsin Acts 53 and 71 amended the Student Achievement Guarantee in Education (SAGE) program to create the Achievement Gap Reduction (AGR) program. Requirements of the AGR program include:

- A five-year AGR contract between the school and DPI
- Implementation of specified AGR strategy/strategies that schools must implement to achieve compliance
 - one-to-one tutoring provided by a licensed teacher
 - instructional coaching for teachers provided by a licensed teacher
 - maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction

- Annually report to DPI:
 - class size and low-income student counts
 - description of strategies schools implemented
 - description of the strategies that the schools did not implement
 - end-of-year and financial report
- Report to the school board at the end of every semester:
 - implementation of required strategies
 - performance objectives
 - progress in closing the achievement gap

Attachments: Grant, Jefferson, Longfellow, and Sheridan end of year AGR Reports

The attached school reports provide the necessary information required for end of year reporting as outlined in the AGR contracts. A summarization of this required reporting data for each building is provided in the table below.

Grant	Grade Level	Reading	Mathematics	Strategies Used
	Kindergarten	Approaching Target	On-Target	Instructional Coaching
	First Grade	On-Target	Approaching Target	Instructional Coaching
	Second Grade	On-Target	On-Target	Instructional Coaching
	Third Grade	On-Target	On-Target	Instructional Coaching
Jefferson	Grade Level	Reading	Mathematics	Strategies Used
	Kindergarten	Approaching Target	Approaching Target	Instructional Coaching
	First Grade	On-Target	On-Target	Instructional Coaching
	Second Grade	On-Target	On-Target	Instructional Coaching
	Third Grade	Approaching Target	On-Target	Instructional Coaching
Longfellow	Grade Level	Reading	Mathematics	Strategies Used
	Kindergarten	Approaching Target	Approaching Target	Instructional Coaching
	First Grade	On-Target	Approaching Target	Instructional Coaching
	Second Grade	Approaching Target	Approaching Target	Instructional Coaching
	Third Grade	Approaching Target	On-Target	Instructional Coaching

	Grade Level	Reading	Mathematics	Strategies Used
Sheridan	Kindergarten	Approaching Target	Approaching Target	Instructional Coaching
	First Grade	Approaching Target	Approaching Target	Instructional Coaching
	Second Grade	On-Target	Approaching Target	Instructional Coaching
	Third Grade	On-Target	Approaching Target	Instructional Coaching

Summary Questions:

- **Who is affected?** Kindergarten through third grade students and staff at the AGR buildings - Grant, Jefferson, Longfellow, and Sheridan.
- **What is the cost and budget impact?** Costs associated with the implementation of the strategies are funded by the AGR dollars schools receive through the DPI.
- **How will this be implemented and what is the timing?** Each school is required to utilize one (or more) of the three required strategies (in addition to other district and building instructional strategies/plans) to support students in meeting the identified objectives. Board reports are required at the end of each semester during the five-year contract.
- **How will we assess if this is successful?** Obtainment of the stated performance objectives will be used to measure success.

Grant Elementary School
End of Year AGR Report 2022-2023

Gr	Subject	Growth Objective	EOY-Year Progress
K	Reading	By Spring of 2023 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	Objective partially met: <ul style="list-style-type: none"> 89.4% (42 of 47) of kindergarten students have met the EOY goal of identifying 52 upper and lowercase letters 63.8% (30 of 47) of kindergarten students have met the EOY goal of 26 letter sounds
K	Math	By Spring of 2023 80% of FAY (Full Academic Year) KG students will be secure in the ability to add and subtract within 10 using number sentences.	Objective met: <ul style="list-style-type: none"> 81.1% (43 of 53) of students are secure in the ability to add and subtract within 10 using number sentences
1	Reading	80% of all FAY first grade students will be at F&P reading level I or will have grown 4 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	Objective met: <ul style="list-style-type: none"> 98.2% (56 of 57) of students are at a level I or have grown 4 levels from fall to EOY
1	Math	In 2022-23, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	Objective not met: <ul style="list-style-type: none"> 29.4% (15 of 51) of 1st grade students have met the goal of 50 SGP on the EOY STAR assessment.
2	Reading	80% of all FAY second grade students will be at F&P reading level M or will have grown 2 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	Objective met: <ul style="list-style-type: none"> 97.9% (46 of 47) of students are at level M or have grown 2 levels from fall to EOY
2	Math	In 2022-23, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	Objective met: <ul style="list-style-type: none"> 74.5% (35 of 47) of 2nd grade students have met the goal of 50 SGP on the EOY STAR assessment.
3	Reading	80% of all FAY third grade students will be at F&P reading grade level P or will have grown 2 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	Objective met: <ul style="list-style-type: none"> 92.2% (47 of 51) of student are at level P or have grown 2 levels from fall to EOY
3	Math	In 2022-23, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	Objective met: <ul style="list-style-type: none"> 58.8% (30 of 51) of 3rd grade students have met the goal of 50 SGP on the EOY STAR assessment.

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Reading

Through coaching we will aid in attaining the stated performance objective by meeting with individual or groups of teachers to discuss instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies, focus on our implementation of our balanced literacy workshop model, aid with the implementation of best practices for science of reading, increase the number and access to one-to-one tutoring and intervention for our students, and implement best practices and programs to focus on foundational skills such as Fountas and Pinnell Phonics/Word Study and Heggerty. Through coaching we will continue to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons, and completing coaching sessions with individual teachers and teams on an as needed basis. Collaboratively, data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work, we will continue to plan and guide teachers' implementation of various instructional strategies to help the individual needs of students. We have and will continue to solidify our curriculum and instructional best practices as we continue to implement and collaborate on phonics/word study/phonemic awareness, reading mini lessons, and interactive read a louds, as well as exploring our next steps to continuously improve our readers workshop practices. This work will occur throughout the 2023-24 school year with various professional development opportunities provided to staff. We will also continue to explore and implement one-to-one tutoring and interventions that best meet the needs of our students such as Orton Gillingham, Rise, Rise Up, Reading Recovery, and other research based interventions and one-to-one tutoring opportunities. As part of our 2023-24 plan we will add a section of 2nd grade to reduce class size and increase the amount of individualized instruction and small group time with our highly trained and qualified classroom teachers.

Math

Through coaching we will aid in attaining the stated performance objective by meeting with individual and groups of teachers to discuss student data and instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies, develop common assessments with grade level teams to measure growth in particular areas of student needs in math, and work to support staff in the continued implementation of our Bridges curriculum. Collaboratively, data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work and coaching we will help with various instructional strategies to address the individual needs of students. We will continue to implement the AVMR training received by teachers to better assess, analyze, and instruct our students. We continue to work on and solidify our implementation of the Bridges curriculum throughout the 2023-24 school year. As part of our 2023-24 plan we will add a section of 2nd grade to reduce class size and increase the amount of individualized instruction and small group time with our highly trained and qualified classroom teachers.

Jefferson Elementary School
End-Of-Year AGR Report 2022-2023

Grade	Subject	Growth Objective	End-of-Year Report
K	Reading	In the Spring of 2023, 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters, and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	Objective partially met: <ul style="list-style-type: none"> ● 100% (28 of 28) of FAY kindergarten students have met the EOY goal of identifying 52 upper and lowercase letters. ● 61% (17 of 28 FAY) of FAY kindergarten students have completed the EOY goal of 26 letter sounds.
K	Math	By the Spring of 2023, 80% of FAY (Full Academic Year) Kindergarten students will be able to add and subtract fluently within 5.	Objective not met: <ul style="list-style-type: none"> ● 68% (19 of 28) of FAY students can add and subtract fluently within 5.
1	Reading	80% of all FAY first-grade students will be at F&P reading level J or have grown 3 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	Objective met: <ul style="list-style-type: none"> ● 97% (36 of 37) of FAY students have grown at least three levels on the F&P reading assessment.
1	Math	In 2022-2023, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	Objective met: <ul style="list-style-type: none"> ● 57% (21 of 37) of FAY students score at or above the 50 SGP for math.
2	Reading	By the Spring of 2023, 80% of all FAY second-grade students will be at F&P reading level M or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	Objective met: <ul style="list-style-type: none"> ● 82% (27 of 33) of FAY students have grown at least three levels on the F&P reading assessment.
2	Math	In 2022-2023, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	Objective met: <ul style="list-style-type: none"> ● 70% (23 of 33) students scored at or above the 50 SGP.
3	Reading	By the Spring of 2023, 80% of all FAY third-grade students will be at F&P reading grade level P or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2021-22 school year, using the Fountas & Pinnell benchmark reading assessment.	Objective not met: <ul style="list-style-type: none"> ● 70% (34 of 44) of FAY students have grown at least three levels on the F&P reading assessment.
3	Math	In 2023-2023, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	Objective met: <ul style="list-style-type: none"> ● 61% (27 of 44) students have scored at or above the 50 SGP in math.

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

Reading

The following strategies have been implemented to reduce the achievement gap when possible.

- Meet with individual teachers or grade levels to discuss student progress and provide support as needed.
- Collaborate with other departments, such as ML, SPED, and Interventionist, to identify students needing additional academic support.
- Data-driven instructional meetings are conducted every six weeks to analyze data and discuss best practices for tiered instruction.
- Data are reviewed bi-weekly with the data analysis team (DAT) to determine student progress and inform appropriate support decisions.
- Provide continued opportunity and support to teachers in implementing our new ELA curriculum, which includes reading mini-lessons and interactive read-aloud.
- The instructional leadership team (ILT) meets monthly to plan and implement professional development and discuss resources and best practices to support core instruction.
- ILT Literacy Leaders committee is researching and implementing new phonics instruction strategies in kindergarten through the second-grade base on how students learn.
- More teachers this year have been trained to use resources that support age-appropriate phonic instructions.

Math

The following strategies are in place to help attain the stated performance objectives.

- Meet with individual teachers or grade levels to discuss student progress and provide support as needed.
- Collaborate with teachers and grade levels regarding best practices.
- Provide opportunities, such as our PLC, for grade levels to collaborate and share information regarding best practices for our adopted math curriculum, Bridges in Mathematics.
- The instructional leadership team (ILT) meets monthly to plan and implement professional development and discuss resources and best practices to support core instruction.
- We are improving best practices through peer-to-peer observation.
- Data-driven instructional meetings are conducted every six weeks to analyze data and discuss best practices for core instruction.
- Analyze data weekly to monitor student progress and adjust tiered support as needed.
- Continue to use assessments, such as AVMR, to identify student needs and address appropriate support.
- We are training all teachers to be AVMR certified.

Longfellow Elementary School
End of Year AGR Report 2022-2023

Grade	Subject	Growth Objective	End-of-Year Report
K	Reading	By the Spring of 2023, 80% of all FAY (Full Academic Year), kindergarten students will identify 52 upper and lowercase letters, and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	Objective partially met: <ul style="list-style-type: none"> ● 97% or 33/34 students know all upper and lowercase letters ● 76% or 26/34 students know all 26 letter sounds Although the goal is partially met there has been steady improvement over the last few years as shown in the chart below.
K	Math	By the Spring of 2023, 80% of FAY (Full Academic Year) Kindergarten students will be able to add and subtract fluently within 5.	Objective not met: <ul style="list-style-type: none"> ● 74% or 25/34 students are Secure ● 24% or 8/34 students are Developing ● 2% or 1/34 students are Beginning <i>(No comparison to previous years because the goal was different: add/subt within 10 not 5)</i>
1	Reading	By the Spring of 2023, 80% of all FAY first-grade students will be at F&P reading level J or will have grown 4 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	Objective met: <ul style="list-style-type: none"> ● 87% or 27/31 students are at Level J or have grown 4 levels
1	Math	In 2022-2023, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	Objective not met: <ul style="list-style-type: none"> ● 19% or 6/31 students met the SGP goal of 50
2	Reading	By the Spring of 2023, 80% of all FAY second grade students will be at F&P reading level M or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	Objective not met: <ul style="list-style-type: none"> ● 68% or 28/41 students are at Level M or have grown 3 levels
2	Math	In 2022-2023, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	Objective not met: <ul style="list-style-type: none"> ● 46% or 19/41 students met the SGP goal of 50
3	Reading	By the Spring of 2023, 80% of all FAY 3rd grade students will be at F&P reading grade level P or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2022-23 school year, using the Fountas & Pinnell benchmark reading assessment.	Objective not met: <ul style="list-style-type: none"> ● 74% or 25/34 students are at Level P or have grown 3 levels
3	Math	In 2022-2023, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	Objective met: <ul style="list-style-type: none"> ● 50% or 17/34 students met the SGP goal of 50

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.

- An Academic Assessment and Data Review calendar was created and distributed electronically (and month by month in print) to engage the PLC teams with a more in-depth analysis of the current data in correlation to Longfellow's academic goals.
- The coach and interventionist met with grade-level teams to discuss student progress as seen in the classroom, interventions, and on various formal and informal assessments. Teams collaborated on how to best meet the needs of the students with the available resources.
- Resources were provided for understanding data and using it to make informed instructional decisions.
- Participate in collaborative conversations with classroom teachers, EL teachers, and SPED teachers as needed to determine how best to meet the needs of students while continuing to move forward in the grade-level curriculum.
- Provide coaching opportunities for individual teachers requesting or requiring additional support.
- Hold a book fair during conferences and give a free book to each Longfellow student to encourage reading for pleasure.
- Held a Books for Breakfast event before school in which families could come to school with their children to read and enjoy breakfast. Each student was able to choose a free book to take home.
- Articles appeared monthly in the Longfellow Newsletter to provide parents with information and resources to support student learning.
- A data wall was created and maintained to show school-wide reading and math data per grade level. (STAR Universal Screener, F&P Benchmark Assessment, LEXIA, Letter/Sounds, Sight Words, etc.)
- Reading Corps serviced students during the first semester to improve foundational skills in literacy. During the second semester additional support replaced the Reading Corps tutor and provided intervention for grades K-2. We have also secured two new tutors through Reading Corps next year.

Reading:

- Curriculum implementation and pacing of Wilson Foundations and Just Words was discussed at grade level PLCs during pre-session to determine how the coach can best support each grade level team. Curriculum implementation and pacing discussions continued to be included monthly in PLC's.
- Provide professional development (new teachers) and continued support to teachers in their implementation of routines and strategies for the Wilson Foundations and Just Words programs. Each grade level and individual teacher is working toward fidelity of instruction using Wilson Foundations and Just Words.
- The coach is observing and modeling instruction in classrooms to gain a better understanding of our current instructional practice and what is needed to continue moving forward.
- Professional development on the use of LEXIA Core5 was provided to all teachers. New teachers received extra professional development in the beginning of the year.
- We are supplementing our reading instruction with LEXIA Core5. Students did the auto-placement in September. Results showed 15% of students started working within grade level material and 85% of students began work in the material below grade level. At the end of the year, 10% of students have moved into above-grade level material, 38% are working within grade level material, and 54% are continuing to work toward grade level material. The coach prints color certificates to be given to students in recognition of completing a level in LEXIA. So far 743 certificates have been presented to students.
- The addition of Reading Corps was helpful in the beginning of the year, but we lost our tutors midway through the year.

Math

- Curriculum implementation and pacing of Bridges math were discussed at grade level PLC's during pre-session to determine how the coach can best support each grade level team. Curriculum implementation and pacing continue to be included monthly in PLC's.
- Professional Development was provided to new teachers during pre-session.
- Staff participated in S&I meetings regarding Bridges implementation, assessments, workplaces, and intervention materials.
- The Coach did observations and walk-throughs and provided support as requested by individual teachers or grade level teams.

Changes to implement next year:

- Next year PLC's will be focused on a rotation of literacy, math, and SEL. The coach and principal will collaborate on setting the agenda including what data, curriculum, and/or artifacts that must be brought to the meeting for review and planning. There will be a strong focus on literacy next year as a result of the literacy audit conducted this year. Pacing of math and literacy curriculum and instruction will be addressed in PLC's with agreed upon dates for completion of units.
- Reading Corps will be added again next year to address foundational literacy skill needs in K-3.
- We will have Heggerty, a phonemic awareness program, fully implemented in grades K-2, and Heggerty's Bridge the Gap program for interventions. Third grade will use Heggerty supplementally as needed

- Our interventionists are including more structured literacy instruction to address foundational skills.
- We have added the use of “Secret Stories” to the curriculum in K-3 including special education. “Secret Stories” gives students a way to remember phonics rules so they can be applied in both reading and writing.
- Additional Wilson materials are being purchased so that interventionists, ML teachers, and SPED teachers can support core instruction of foundational skills during small group work and T2/T3 interventions.
- A majority of the coach’s time will be spent in classrooms observing, modeling, providing support, feedback, and conducting coaching cycles with teachers.
- The coach will participate in the District PD provided as a part of the literacy audit.

Sheridan Elementary School
End of Year AGR Report 2022-2023

Grade	Subject	Growth Objective	End-Of-Year Report
K	Reading	By the Spring of 2023, 80% of all FAY (Full Academic Year), kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	Objective not met: <ul style="list-style-type: none"> (74%) 26 of 35 FAY students are able to identify 42 or more upper and lowercase letters. (69%) 24 of 35 FAY students are able to identify 21 or more letter sounds.
K	Math	By the Spring of 2023, 80% of FAY (Full Academic Year) kindergarten students will be secure in the ability to add and subtract within 5.	Objective not met: <ul style="list-style-type: none"> (63%) 22 of 35 FAY students are secure in the ability to add within 5 without manipulatives. (14%) 5 of 35 FAY students are secure in their ability to subtract within 5 without manipulatives.
1	Reading	80% of all FAY (Full Academic Year) first grade students will be at F&P reading level J or will have grown 4 levels from the Fall baseline performance data to the Spring during the 2022-23 academic year, using the Fountas & Pinnell benchmark reading assessment.	Objective not met: <ul style="list-style-type: none"> (57%) 25 of 44 FAY students have grown 4 levels from the Fall baseline performance data to the Spring during the 2022-23 academic year or are at F&P reading level J, using the Fountas & Pinnell benchmark reading assessment.
1	Math	By the Spring of 2023, 50% or more of FAY (Full Academic Year) students in first grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year or have grown 125 points in their math scaled score on the STAR 360 Assessment. The data will be based on the STAR assessment.	Objective not met: <ul style="list-style-type: none"> (27%) 12 of 44 FAY students have an SGP of 50 or higher on the STAR 360 Math Assessment.
2	Reading	80% of all FAY (Full Academic Year) second grade students will be at F&P reading level M or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2022-23 academic year, using the Fountas & Pinnell benchmark reading assessment.	Objective met: <ul style="list-style-type: none"> (85%) 40 of 47 FAY students are at F&P reading level M or have grown 3 or more levels from the fall baseline performance data to the Spring during the 2022-2023 academic year using the Fountas & Pinnell benchmark reading assessment.
2	Math	By the Spring of 2023, 50% or more of FAY students in second grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year or have grown 100 points on their math scaled score on the STAR 360 Assessment. The data will be based on the STAR assessment.	Objective not met: <ul style="list-style-type: none"> (40%) 19 of 47 FAY students have an SGP of 50 or higher on the STAR 360 Math Assessment or have grown 100 points on their math scaled score on the STAR 360 math assessment.
3	Reading	80% of all FAY (Full Academic Year) third grade students will be at F&P reading grade level P or will have grown 3 levels from the Fall baseline performance data to the Spring during the 2022-23 academic year, using the Fountas & Pinnell benchmark reading assessment.	Objective met: <ul style="list-style-type: none"> (85%) 29 of 34 students have grown 3 levels from the Fall baseline performance data to the Spring during the 2022-23 academic year or are at F&P reading level P, using the Fountas & Pinnell benchmark reading assessment.
3	Math	By the Spring of 2023, 50% or more of FAY students in third grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year or have grown 100 points on their math scaled score on the STAR 360 Assessment. The data will be based on the STAR assessment.	Objective not met: <ul style="list-style-type: none"> (35%) 12 of 34 students have an SGP of 50 or higher or have grown 100 points on their math scaled score on the STAR 360 Math Assessment.

Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) aided in attaining the stated performance objectives.

Reading

The instructional coach aided in progress toward the stated performance objectives by meeting weekly with each grade level during PLCs to discuss student data and/or instructional practices to best meet the identified needs of the students in their class. The instructional coach collaborated with teachers regarding research-based instructional strategies focused on implementation of a balanced literacy workshop model, increasing access to Tier 1 intervention and support. The instructional coach assisted in the implementation of the Fountas & Pinnell Phonics and Word study program and Benchmark Taller Fónetica to focus on foundational skills in both English and Spanish. The Instructional Leadership Team chose to focus on differentiating the universal curriculum, ensuring guided reading lessons are highly structured and organized to support student learning. Grade level teams focused on their Tier 1 instructional strategies, collaboratively refining those strategies and discussed how to best meet their students' needs in their guided reading groups. Collaboratively, data was examined and reviewed to make needed adjustments to classroom instruction and intervention groups. As a school, we continued work to enhance our curriculum and instructional best practices for dual language programming by mapping curriculum standards and planning for integrated thematic units of instruction in both English and Spanish. Staff received professional development on Project GLAD strategies to utilize in their classrooms. These strategies focus on making content more comprehensible for multilingual learners. Staff utilized Lexia in English and Imagine Learning in Spanish to monitor student skills and adapt their instruction to meet the needs of their students.

Math

The instructional coach aided in progress toward the stated performance objectives by meeting weekly with each grade level during PLCs to discuss student data and/or instructional practices to best meet the identified needs of the students in their class. The instructional coach collaborated with teachers regarding research-based instructional strategies, focused on our implementation of Bridges Math curriculum and increasing access to Tier 1 intervention and support. The instructional coach worked in coaching cycles with teachers to model and facilitate the teaching of Number Corner and the Bridges curriculum. Collaboratively, data was examined and reviewed to make needed adjustments to classroom instruction and intervention groups to ensure student needs are met. All Sheridan math teachers as well as support teachers who instruct our students also received AVMR training to have the ability to provide an additional layer of support in Math.

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: 2022-2023 ES3 Grant and Special Education Programs Update

Date: June 27, 2023

Prepared by: Jason Ledermann

Recommended action: X Information only

Presentation/discussion

Discussion/action by committee

Discussion/action by Board of Education

Presentation/action next meeting

Purpose: The purpose is to update and inform the C & I Committee of the results of special education grants and programs from this past school year. This information will show the growth of students with IEPs as it relates to the students specific IEP goals and educational needs.

How does this relate to the Principles of Equity: The Principles of Equity are directly related to students with disabilities and an IEP. The instructional approach for the students is individualized based on that student's needs. The instruction is delivered in a flexible non-traditional manner but it is the manner that is related to where the students are learning right now.

Recommendation: There is no recommendation from the presenter. The information provided is to inform the Board with the instruction and outcomes of students with IEP's.

Background: The Sheboygan Area School District has approximately 1750 students that receive special education services. Those services vary from very minimal to some students needing a significant amount. The students supported in the grant and program have a need in social communication. The programs also support the students' transition with job skills and independent living.

- **Who is affected?** The information shared is directly impacting a very small percentage of students within the SASD. The students impacted are middle school, high school, and adult learners with an IEP.

- **What is the cost and budget impact?** The cost to support some of the programs does come through DPI grants. The intention is to not have any long-term financial impacts.
- **How will this be implemented and what is the timing?** Special education staff are implementing the focus of the programs.
- **How will we assess if this is successful?** The success can be assessed if the programs continue without any grant support. The students' success comes from more opportunity for their education in the general education environment. The adult learner's success can be assessed through job attainment and independent living opportunities.

Attachments: [Slides](#)



SHEBOYGAN AREA
— SCHOOL DISTRICT —

Special Education 2022-2023 Update

Board of Education Presentation

Year 2 of 3 - Enhancing Social and Emotional Skills in Students with IEP's (ES3)

- **ES3 Grant Focus**
 - To help districts with structures and processes to identify and support the beliefs, skills and systems needed to improve academic and functional outcomes for students with IEP's
- **Funds Supported**
 - Special Education Leadership staff training on the use of a coaching model as a form of professional development
 - Time for staff directly involved with students to collaborate as well as time to share out information to all staff within the building (Horace Mann)



Year 2 of 3 - Enhancing Social and Emotional Skills in Students with IEP's (ES3)

- **Year 2**
 - Coaching cycles
 - 36 individual coaching sessions occurred with 7 special education staff members
 - 7 group coaching sessions occurred with anywhere from 5-12 staff members including teachers, educational assistants and therapists
 - Professional learning focused on Functional Communication
 - 3 learning sessions using Project Core Learning Modules
 - 2 sessions open to general education and special education staff to learn more about Augmentative & Alternative Communication
 - Horace Mann and North High staff are discussing how to support and grow the work of the grant to the next level as students will be transitioning to high school



Transition Readiness Program

- **Transition Readiness Program**
 - Designed to support students with disabilities to successfully transition to competitive work and post-secondary education
- **Funds Supported**
 - Transportation options
 - Competitive Integrated Employment Training Programs
 - Post-secondary tuition/supports for students
 - Transition training for staff members
- **Transportation Support**
 - Drivers Education Course
 - 40 - Students received the drivers education scholarship
 - 26 - Students completed the online portion of the course
 - 6 - Students completed the behind the wheel portion of the course



Transition Readiness Program

- **Employment**
 - Car Detailing - Van Horn
 - 8 - Students Participated
 - 96 - Vehicles Detailed
 - Aurora Medical Center
 - 4 - Students employed at Aurora Medical Center
 - Positions held
 - Dietary Assistant
 - Surgical Desk
 - Birthing Desk
 - Emergency Department Turnaround



ASPIRE

- **Living Skill Development**
 - Transportation to and from school and within the community
 - Shopping with a purpose
 - Technology use
 - Community skills
- **Job Development**
 - Division of Vocational Rehabilitation (DVR)
 - SASD Nutrition Services
 - LTC courses
- **Growth of Adult Learners**
 - Peer to peer modeling and mentoring
 - Independence
 - Confidence



EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Advanced Algebra Textbook Adoption

Date: 6/27/23

Prepared by: Eric Spielman, Coordinator - Student and Instructional Services

Recommended action:	Information only
	Presentation/Discussion
	X Discussion/Possible Action by Committee
	Discussion/Possible Action by Board of Education
	Presentation/Possible Action next meeting

Purpose: Our district math team made the recommendation to adopt the Reveal math series in 2020. We purchased and implemented Reveal in grades 6-8 for the 2020-2021 school year. We continued this adoption in 2021-2022 by implementing Reveal Algebra at the high school level and in 2022-2023 with Geometry. Advanced Algebra is next in our SASD math course sequence. Thus, the administration is proposing the purchase of a seven-year license for the McGraw Hill Reveal Advanced Algebra curriculum. The update to Reveal Advanced Algebra will allow us to better meet the instructional needs of students and teachers.

How does this relate to the Principles of Equity: “Principle 5 states that instruction is collaboratively developed based on individual learning differences and delivered in a flexible learning environment. Student data is used to drive instruction for all learners.” The digital components of the Reveal curriculum are a significant upgrade to our current resources. Students have access to online tutorials at all times. Similarly, teachers have digital assessment tools that allow for immediate feedback on student understanding that can support instructional decisions.

Recommendation: Adoption and approval of the Reveal Advanced Algebra resources for grades 9-12

Background:

- **Who is affected?** High school math students and teachers.
- **What is the cost and budget impact?** The adoption will cost \$28,367.24. Funds from the S&I textbook account will be used to purchase the materials.
- **How will this be implemented and what is the timing?** This will be our third adoption of *Reveal* at the high school level, so our teachers are largely familiar with the curriculum and platform. Thus, the professional development on the platform will be focused on new teachers. Collaboration on the teaching strategies for specific topics and the development of common assessments will start this summer and be ongoing throughout the school year.
- **How will we assess if this is successful?** The success of the adoption will be measured by feedback from teachers, students, parents, as well as student performance on district common assessments.

Attachments: Form 2510 F

TEXTBOOK & SUPPLEMENTARY INSTRUCTIONAL RESOURCES ADOPTION PROPOSAL

Date: 6/27/23

Course Number and Title: 1651 and 1652, CAPP Advanced Algebra

Type of Instructional Material(s): Teacher Materials, Online licenses, 30 textbooks.
(Textbook, Computer Software, Multimedia, Other)

Author(s): Cathy Seeley, Cheryl R. Tobey, Nevel Nevels, Raj Shah

Title(s): Reveal Advanced Algebra

Publisher: McGraw-Hill Copyright Date: 2020

Members of adoption committee: Brian Londre, Karl Bekkum, Brittany Bohman, Cathy Tipple, Sara Opgenorth, Brad Traas, Michelle Daugherty, Courtney Kissinger, Jennifer Zemlicka, Jenny Zalewski, Robert Fleuchaus, Tara Berchem, Aubrey Kooistra, Barb Virant, Dave Wilke, Levi Goins, Troy Gerstner, Ryan Schmitz, Allison Norman, Tony Johannes, Eric Spielman

Change, delete, add criteria as appropriate to each selection. Rate possible adoptions by writing the appropriate number in the blank before each criterion. Average ratings by selection. Review with attention to essential criteria.

- 1 = Not at all attained
- 2 = Little attained
- 3 = Partly attained
- 4 = Largely attained
- 5 = Fully attained

A. Content

- 5 Suits course description.
- 5 Fits in curriculum sequence.
- 5 Adequate organization coverage and accessibility of major course content.
- 5 Content of text is compatible with SASD standards and benchmarks.
- 5 Assessment options available and useful in assessing district standards/benchmarks.

B. Authenticity

- 5 Up-to-date/current copyright.
- 5 Authors' expertise.
- 5 Accurate information.
- 4 Field-tested (districts that are using these materials).
- 4 Upgrades and enhancements available.
- 5 Research-based.

C. Readability (to be completed by Reading/Language Arts Supervisor or designee).

- 4 Appropriate reading level for students.
- 5 Appropriate conceptual depth and frequency for students.
- 5 Good study aids including key vocabulary, study questions, and summaries.
- 5 Good visual aids such as pictures, graphs, charts, diagrams.
- 5 Adequate Glossary.

D. Teacher Materials

- 4 Components are easily accessed in planning and implementation.
- 5 Complete explanation of objectives, instructional strategies, and activities.
- 5 Complete evaluation of plans and materials.
- 4 Provision of complementary instructional media such as tapes, transparencies, computer software and videos.
- 5 References to related instructional materials.
- 5 Provision for individual differences among students.
- 4 Availability of existing related instructional materials in media centers.
- 5 Computer software compatible with SASD computer system.
- 5 Availability of existing equipment to utilize recommended teacher materials.

E. Viewpoint

- 5 Free of stereotyping or bias by gender.
- 5 Balanced, unbiased representation of religious, ethnic, or racial groups.
- 5 Balanced, objective inclusion of the handicapped.
- 5 Fair presentation of different viewpoints on controversial issues.
- 5 Appropriate tone for students and community.

F. Construction

- 4 Durable
- 5 User Friendly

G. Cost

5 In line with parallel products on the market.

H. Technical Support

5 Representative available for questions.

5 Technical assistance hotline.

Additional Considerations:

Gender/Ethnic Equity: The team found the resources to represent a diverse population including names, pictures, occupations, and various scenarios within examples. Students of various cultures and backgrounds have the opportunity to see themselves in the text.

Additional Resources (CD Rom's, Interactive Tests, etc.): All resources are available online.

Is This Textbook Available Through an On-Line Service?: Yes. The textbook is available online and offline. Additionally, students have access to language supports, tutorial videos, and practice banks that provide immediate feedback.

Adaptability for ELL/Bilingual and CWD Students: The resource includes a Language Development Handbook intended to help teachers support students who are building their language proficiency. Additionally, the textbook is available in English and Spanish. Activities within the curriculum support a balance of conceptual understanding and procedural fluency, giving students multiple access points to learning. The curriculum uses manipulatives to support interventions and leveled assessments to be used as needed.

Overall Rating (1 is low, 5 is high):

1

2

3

4

5



Signature of S & I Administrator

6/27/23
Date

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Personal Finance Adoption

Date: 6/27/23

Prepared by: Eric Spielman, Coordinator - Student and Instructional Services

Recommended action:

- Information only
- Presentation/Discussion
- X Discussion/Possible Action by Committee
- Discussion/Possible Action by Board of Education
- Presentation/Possible Action next meeting

Purpose: The license for our current Personal Finance book expired at the end of the school year. Thus, a team of high school math teachers have worked to review Personal Finance textbooks throughout the 2022-2023 school year to determine the best option for updating the instructional materials. The team met with vendors, identified strengths and weaknesses, and compared those against district needs. Collectively, the team is recommending the purchase of *Introduction to Personal Finance*, by John Grable and Lance Palmer.

How does this relate to the Principles of Equity: “Principle 4 states that Rigorous and identity-relevant curriculum is created for all learners.

Recommendation: Adoption and approval of the new Personal Finance instructional materials.

Background:

- **Who is affected?** High school math students who enroll in course #1617 and/or #1618 (Personal Finance), and the teachers of those courses.
- **What is the cost and budget impact?** The adoption will cost \$22,862.80. Funds from the S&I textbook account will be used to purchase the materials.
- **How will this be implemented and what is the timing?** The materials will be ordered in July. Teacher collaboration will begin this summer to support full implementation for the 2023-2024 school year.
- **How will we assess if this is successful?** The success of the adoption will be measured by feedback from teachers, students, and parents.

Attachments: Form 2510 F

TEXTBOOK & SUPPLEMENTARY INSTRUCTIONAL RESOURCES ADOPTION PROPOSAL

Date: 6/27/23

Course Number and Title: 1617 and 1618, Personal Finance

Type of Instructional Material(s): Teacher Materials, Online licenses, 25 textbooks.
(Textbook, Computer Software, Multimedia, Other)

Author(s): John Grable and Lance Palmer

Title(s): Introduction to Personal Finance

Publisher: John Wiley and Sons Copyright Date: 2019

Members of adoption committee: Scott Widder, Ryan Schmidt, Tony Johannes, Eric Spielman

Change, delete, add criteria as appropriate to each selection. Rate possible adoptions by writing the appropriate number in the blank before each criterion. Average ratings by selection. Review with attention to essential criteria.

- 1 = Not at all attained
- 2 = Little attained
- 3 = Partly attained
- 4 = Largely attained
- 5 = Fully attained

A. Content

- 5 Suits course description.
- 5 Fits in curriculum sequence.
- 4 Adequate organization coverage and accessibility of major course content.
- 5 Content of text is compatible with SASD standards and benchmarks.
- 5 Assessment options available and useful in assessing district standards/benchmarks.

B. Authenticity

- 5 Up-to-date/current copyright.
- 5 Authors' expertise.
- 5 Accurate information.
- 5 Field-tested (districts that are using these materials).
- 4 Upgrades and enhancements available.
- 5 Research-based.

C. Readability (to be completed by Reading/Language Arts Supervisor or designee).

- 5 Appropriate reading level for students.
- 5 Appropriate conceptual depth and frequency for students.
- 5 Good study aids including key vocabulary, study questions, and summaries.
- 5 Good visual aids such as pictures, graphs, charts, diagrams.
- 5 Adequate Glossary.

D. Teacher Materials

- 5 Components are easily accessed in planning and implementation.
- 5 Complete explanation of objectives, instructional strategies, and activities.
- 5 Complete evaluation of plans and materials.
- 4 Provision of complementary instructional media such as tapes, transparencies, computer software and videos.
- 4 References to related instructional materials.
- 4 Provision for individual differences among students.
- 5 Availability of existing related instructional materials in media centers.
- 5 Computer software compatible with SASD computer system.
- 5 Availability of existing equipment to utilize recommended teacher materials.

E. Viewpoint

- 5 Free of stereotyping or bias by gender.
- 5 Balanced, unbiased representation of religious, ethnic, or racial groups.
- 5 Balanced, objective inclusion of the handicapped.
- 5 Fair presentation of different viewpoints on controversial issues.
- 5 Appropriate tone for students and community.

F. Construction

- 5 Durable
- 5 User Friendly

G. Cost

5 In line with parallel products on the market.

H. Technical Support

5 Representative available for questions.

5 Technical assistance hotline.

Additional Considerations:

Gender/Ethnic Equity: Strong representation among a variety of groups.

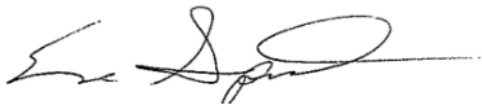
Additional Resources (CD Rom's, Interactive Tests, etc.): All resources are available online.

Is This Textbook Available Through an On-Line Service?: Yes

Adaptability for ELL/Bilingual and CWD Students: Yes

Overall Rating (1 is low, 5 is high):

1 2 3 4 **5**



Signature of S & I Administrator

6/27/23
Date

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: High School Textbook Adoption

Date: June 27, 2023

Prepared by: Jim Renzelmann

Recommended action: Information only
Presentation/Discussion
X Discussion/Possible Action by Committee
Discussion/Possible Action by Board of Education
Presentation/Possible Action next meeting

Purpose: Administration recommends the purchase of Psychology in Everyday Life to support instruction in High School Psychology.

How does this relate to the Principles of Equity: Equity Principle #2 states the “SASD will raise student achievement, increase sense of belonging, hold high expectations and involve students in all organizational programming (classrooms, courses, teams, clubs, etc...) in a proportional and equitable way.”

Recommendation: This textbook supports an introductory course in psychology that will prepare students to meet that Wisconsin Standards for Social Studies. The content of the course provides students with foundational concepts that will prepare students to explore advanced courses in Psychology in future years.

Background:

- **Who is affected?**
 - Students in 10th-12th grade who choose to enroll in Psychology 1& 2 as an elective course in Social Studies.
- **What is the cost and budget impact?**

- The textbook costs will be \$7664.30 (plus shipping) which includes two class sets of texts, Teacher edition texts and access to online support materials. This cost is budgeted through the district textbook account.
- **How will this be implemented and what is the timing?**
 - The textbooks will support the regular psychology curriculum that is in place to address the Wisconsin Standards for Social Studies in Behavioral Sciences. The textbooks will be used beginning in the fall of 2023.
- **How will we assess if this is successful?**
 - The success of the implementation of these texts will be measured through formative assessments, course final exams and student preparedness for CAPP Psychology. Both North and South instructors have piloted portions of this text prior to this adoption and have had positive feedback.

Attachments: [Textbook Adoption Proposal](#) form

TEXTBOOK & SUPPLEMENTARY INSTRUCTIONAL RESOURCES ADOPTION PROPOSAL

Date: June 2023

Course Number and Title: Psychology 1 & 2 2601-2602

Type of Instructional Material(s): Textbook
(Textbook, Computer Software, Multimedia, Other)

Author(s): David G. Myers and C. Nathan DeWall

Title(s): Psychology in Everyday Life 6th Edition

Publisher: Bedford, Freeman and Worth Copyright Date: 2023

Members of adoption committee: Thomas Yedica, Douglass Arthur, Rebecca Letter

Change, delete, add criteria as appropriate to each selection. Rate possible adoptions by writing the appropriate number in the blank before each criterion. Average ratings by selection. Review with attention to essential criteria.

1 = Not at all attained

2 = Little attained

3 = Partly attained

4 = Largely attained

5 = Fully attained

A. Content

- 5 Suits course description.
- 5 Fits in curriculum sequence.
- 5 Adequate organization coverage and accessibility of major course content.
- 5 Content of text is compatible with SASD standards and benchmarks.
- 5 Assessment options available and useful in assessing district standards/benchmarks.

B. Authenticity

- 5 Up-to-date/current copyright.
- 5 Authors' expertise.
- 5 Accurate information.
- 5 Field-tested (districts that are using these materials).
- 5 Upgrades and enhancements available.
- 5 Research-based.

C. Readability (to be completed by Reading/Language Arts Supervisor or designee).

- 4 Appropriate reading level for students.
- 5 Appropriate conceptual depth and frequency for students.
- 5 Good study aids including key vocabulary, study questions, and summaries.
- 5 Good visual aids such as pictures, graphs, charts, diagrams.
- 5 Adequate Glossary.

D. Teacher Materials

- 4 Components are easily accessed in planning and implementation.
- 5 Complete explanation of objectives, instructional strategies, and activities.
- 5 Complete evaluation of plans and materials.
- 5 Provision of complementary instructional media such as tapes, transparencies, computer software and videos.
- 5 References to related instructional materials.
- 5 Provision for individual differences among students.
- 5 Availability of existing related instructional materials in media centers.
- N/A Computer software compatible with SASD computer system.
- 5 Availability of existing equipment to utilize recommended teacher materials.

E. Viewpoint

- 5 Free of stereotyping or bias by gender.
- 5 Balanced, unbiased representation of religious, ethnic, or racial groups.
- 5 Balanced, objective inclusion of the handicapped.
- 5 Fair presentation of different viewpoints on controversial issues.
- 5 Appropriate tone for students and community.

F. Construction

- 5 Durable
- 5 User Friendly

G. Cost

5 In line with parallel products on the market.

H. Technical Support

5 Representative available for questions.

5 Technical assistance hotline.

Additional Considerations:

The reviewers of the text noted that the readability is upper level high school. This may be a higher readability for some of the students, but the additional teacher resources will provide scaffolding for all students to access the concepts. In addition, it will provide students with access to the complexity of text needed for success in future CAPP level courses.

Gender/Ethnic Equity:

The research, images and graphs in the text are representative of a variety of cultures and genders.

Additional Resources (CD Rom's, Interactive Tests, etc.):

Additional downloadable resources include quizzes and presentations that are adaptable for teacher use.

Is This Textbook Available Through an On-Line Service?:

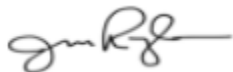
Yes, however, the teachers have requested only a print version of the text.

Adaptability for ELL/Bilingual and CWD Students:

Additional teacher tools are available to support ML/Bilingual students including a spanish glossary.

Overall Rating (1 is low, 5 is high):

1 2 3 4 **5**



Signature of S & I Administrator

06/19/23

Date

Title	Author	Publisher	ISBN Number	Type of item (book,wrkbk, CD, DVD, Etc)	Student Ed	T e a c h e r E d .	S u p p l e m e n t	Q u a n t i t y	Unit Cost (List Price)	Total Cost (reflects25%discount from list price)
Psychology in Everyday Life (High School)	David G. Myers; C. Nathan DeWall	Bedford, Freeman and Worth	1319465900	Textbook	x			70	\$109.49	\$7664.30
Psychology in Everyday Life (High School)	David G. Myers; C. Nathan DeWall	Bedford, Freeman and Worth				x		2	\$0.00	\$0.00

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Middle School ELA Instructional Resource Adoption

Date: June 27th, 2023

Prepared by: Jim Renzelmann

Recommended action: Information only
Presentation/Discussion
X Discussion/Possible Action by Committee
Discussion/Possible Action by Board of Education
Presentation/Possible Action next meeting

Purpose: To provide information the board regarding the adoption of a Middle School ELA curriculum.

How does this relate to the Principles of Equity: Equity Principle #4 states the “Rigorous and identity relevant curriculum is created for all learners the first time the concept is taught. Through co planning and co serving, all staff teams work to increase and transform each other’s instructional capacity to hold high expectations for all students to minimize the need for isolating instruction.”

These resources provide rigorous and relevant curriculum and tools so all learners can access content at grade level.

Recommendation: Administration recommends the purchase of Into Literature for Middle School English Language Arts for a seven-year license to begin in the 2023-24 school year.

Background:

- **Who is affected?**
 - Middle School students, teachers, multilingual learner teachers, special education teachers and literacy support specialists.
- **What is the cost and budget impact?**

- The overall cost of the adoption of the instructional program for grades 6-8 is approximately \$62,000 per year for seven years (for a total of approximately \$435,000). The cost for all of the teacher resources, student consumable and digital resources for reading, writing and assessment results in a cost of \$32.00 a student per year for seven years.
- **How will this be implemented and what is the timing?**
 - This represents the final step in implementation of the Middle School ELA program. In December of 2021, a leadership team reviewed and evaluated a variety of instructional resources. In the spring of 2022, the team implemented sample components of the program to analyze the student response to materials. In June 2022, we shared with the board plans to move forward for a full adoption in the Fall of 2022. The pilot in the 2022-23 school year included professional development on all components of the program, full teacher and student access to print and online resources and exploration of connected resources for writing and skills practice. Staff provided feedback in the spring with agreement to move forward with full implementation of the program beginning in the 2023-24 school year.
- **How will we assess if this is successful?**
 - The success of the implementation of this program will be measured in a variety of ways. First, teacher feedback will be collected frequently to ensure on-going support is provided specific to their needs. The program itself provides a student growth measure assessment. This assessment along with the STAR Reading assessment will provide diagnostic feedback to measure areas for growth and opportunities to target specific standards during the school year. Because the online resources are able to be updated, we will also continue to provide feedback to the textbook company so the product can better serve the needs of our students.

Attachments: [Textbook Adoption Proposal form](#)

TEXTBOOK & SUPPLEMENTARY INSTRUCTIONAL RESOURCES ADOPTION PROPOSAL

Date: June 2023

Course Number and Title: Middle School English Language Arts

Type of Instructional Material(s): Teacher and Student Consumable books and Online Resources

Author(s): Houghton Mifflin Harcourt

Title(s): Into Literature

Publisher: Houghton Mifflin Harcourt Copyright Date: 2022

Members of adoption committee: Middle School ELA, Multilingual Learner, Special Education and Literacy Support Teachers

Change, delete, add criteria as appropriate to each selection. Rate possible adoptions by writing the appropriate number in the blank before each criterion. Average ratings by selection. Review with attention to essential criteria.

- 1 = Not at all attained
- 2 = Little attained
- 3 = Partly attained
- 4 = Largely attained
- 5 = Fully attained

A. Content

- 5 Suits course description.
- 5 Fits in curriculum sequence.
- 5 Adequate organization coverage and accessibility of major course content.
- 5 Content of text is compatible with SASD standards and benchmarks.
- 5 Assessment options available and useful in assessing district standards/benchmarks.

B. Authenticity

- 5 Up-to-date/current copyright.
- 5 Authors' expertise.
- 5 Accurate information.
- 5 Field-tested (districts that are using these materials).
- 5 Upgrades and enhancements available.
- 5 Research-based.

C. Readability (to be completed by Reading/Language Arts Supervisor or designee).

- 5 Appropriate reading level for students.
- 5 Appropriate conceptual depth and frequency for students.
- 5 Good study aids including key vocabulary, study questions, and summaries.
- 5 Good visual aids such as pictures, graphs, charts, diagrams.
- 5 Adequate Glossary.

D. Teacher Materials

- 5 Components are easily accessed in planning and implementation.
- 5 Complete explanation of objectives, instructional strategies, and activities.
- 5 Complete evaluation of plans and materials.
- 5 Provision of complementary instructional media such as tapes, transparencies, computer software and videos.
- 5 References to related instructional materials.
- 5 Provision for individual differences among students.
- 5 Availability of existing related instructional materials in media centers.
- 5 Computer software compatible with SASD computer system.
- 5 Availability of existing equipment to utilize recommended teacher materials.

E. Viewpoint

- 5 Free of stereotyping or bias by gender.
- 5 Balanced, unbiased representation of religious, ethnic, or racial groups.
- 5 Balanced, objective inclusion of the handicapped.
- 5 Fair presentation of different viewpoints on controversial issues.
- 5 Appropriate tone for students and community.

F. Construction

- 5 Durable
- 5 User Friendly

G. Cost

5 In line with parallel products on the market.

H. Technical Support

5 Representative available for questions.

5 Technical assistance hotline.

Additional Considerations:

These instructional resources were shared with the school board in June of 2022 prior to a full year pilot program by our Middle School ELA teachers. The resources were selected by a district team after evaluating several products in the Winter of 2021. The program was rated as “Meets Expectations” and received all green on the [Edreports.org](https://edreports.org) evaluation of high quality materials. As staff completed the pilot they agreed with the Edreports summary of the program:

“*Into Literature* Grades 6-8 provide consistent alignment to the expectations of alignment. Over the course of each grade level’s materials, students read and listen to appropriately rigorous, high quality texts and are provided questions and tasks that support close reading and critical analysis. The materials support knowledge building as well as attending to growing vocabulary and independence in literacy skills. Teacher information includes guidance to support differentiation and implementation.” (Edreports.org)

The adoption supports the full middle school literacy program. The textbook offers a detailed scope and sequence for instruction with tools for adapting the curriculum to meet classroom needs. The resources can be shared through google classroom digitally as well. In addition to the print and online resources from *Into Literature*, there is a Writing program (Writable) that is connected to the specific reading features of the textbook and able to be used in isolation. Finally, the adoption includes a computer aided, personalized program (Waggle) that students can use upon completion of the Lexia program. This program allows teachers to assign standard specific activities to students.

The overall cost of the adoption of the instructional program for grades 6-8 is approximately \$62,000 per year for seven years. The resources updates and upgrades over the course of the license will not change the cost of the adoption. The cost for all of the teacher resources, student consumable and digital resources for reading, writing and assessment results in a cost of \$32.00 a student per year for seven years.

Gender/Ethnic Equity:

The research, images and graphs in the text are representative of a variety of cultures and genders. The stories are relevant and connected to student interests.

Additional Resources (CD Rom’s, Interactive Tests, etc.):

Additional downloadable resources including an assessment tool, writing program and personalized skills practice are all components of the program. The pilot year enabled staff to

work through the process of connecting all of the online components with the district systems to allow for a seamless start to the full implementation.

Is This Textbook Available Through an On-Line Service?:

The adoption of the full program includes teacher and student access to the textbook and additional resources online. The proposal also includes print student consumable workbooks for each student on a yearly basis. These workbooks are essential to student engagement in close reading of the texts and utilization of the notice and note reading strategies.

Adaptability for ELL/Bilingual and CWD Students:

Additional teacher tools are available to support ML/Bilingual students including unit and story specific support for multi language learners and CWD. Lessons include anchor texts, read aloud capability, text sketches and story summaries as examples for additional support in each unit.

Overall Rating (1 is low, 5 is high):

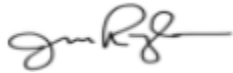
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Signature of S & I Administrator

06/19/23

Date

Title	Publisher	ISBN Number	Type of item (book, wrkbk, CD, DVD, Etc)	St ud ent Ed	T e a c h e r E d .	S u p p l e m e n t	Qu anti ty	Unit Cost (List Price)	Total Cost (for 7-year agreement)
Into Literature Softcover Student Edition 7 Year Print Grade 6-8	HMH	9780358538295	Student consumable	x			1950	\$52.51	\$80,886
Into Literature Teacher License Digital with Teacher's Corner 7 Year Grades 6-8	HMH	9780358565994	Digital License		x		30	\$525.00	\$0.00
Into Literature Student License Digital 7 Year Grade 6-8	HMH	9780358574651	Digital License		x		1950	\$140.00	\$215,670*
2021 Writable for Into Literature Student License Digital 7 Year Grades 6-12	HMH	9780358581581	Online Writing Resource	x			1950	\$58.00	\$89,349*
Waggle ELA Student License Digital 7 Year Grades K-8	HMH	9780358508748	Online support resource	x			300	\$112.00	\$26,544*
Language Arts Novel 3 Points	HMH	9780358436041	Student Novels	x			1950	\$12.00	\$18,360

*The total cost for the entire program (online and print materials) for 1950 students over seven years is \$~435,000. This cost is approximately \$62,000 a year at a rate of about ~\$32.00 per student each year. The final total cost reflects a 30% discount on the items identified with an *. The total cost also provides teacher licenses to Writable and Waggle at no cost.