



Caledonia Area Public Schools ISD #299

Report on Curriculum, Instruction, and Student Achievement

2014 - 2015

District Description - Caledonia Public School is located in the southeast corner of Minnesota, we are home to the beautiful bluff country in Houston County. The district boundaries include the Mississippi River on the east and the Iowa border to the south. The communities of Brownsville, Eitzen, and Freeburg are also located in the district. We are a small, rural district of approximately 6,300 residents that value education. Our median household income is approximately: \$36,400 (year 2010). Our K – 12 student population is 660 students with 28% of our pre K - 12 students receiving free and/or reduced lunch. We have 54 teachers K – 12 (full and part-time). Our students are housed in two buildings (K-5 in our elementary, 6-8, & 9-12 in our Middle School / High School). Our district is also home to two K – 8 parochial schools. Our faculty values building strong relationships with our students, their families and the communities we serve.

District Mission - To provide the best education to empower all learners to thrive in our changing world.

School District Goals - SCHOOL BOARD GOALS FOR DISTRICT #299

High Student Achievement

- All graduating students are prepared for career and/or post-

secondary education.

- Curriculum, instruction, assessment, and professional development are aligned in a clear process of learning.
- Researched based best practices are implemented into all academic and extracurricular areas.

Optimal Teaching and Learning Environment

- Community partnerships are promoted to enhance student and community relationships.
- Progressive technology is available to expand students' preparation for career and/or post-secondary education.
- District Core Values are integrated throughout the school community.

Efficient and Effective Operations

- Facilities are safe, well maintained and promote a learning environment.
- Professional “best practices” learning and training opportunities are provided for all staff and implementation of these practices is supported.
- At least an 8% operating reserve is achieved by the 2018 school year.

Caledonia Elementary School Student Achievement Goal - Caledonia Area Elementary will increase the percentage of students proficient on the MCA reading and math tests from the previous year.

Caledonia Middle School Student Achievement Goal - Caledonia MS will increase the percentage of students proficient on the MCA reading and math test from the previous year.

Caledonia High School Student Achievement Goal - Caledonia HS will increase the percentage of students proficient on the MCA reading and math test from the previous year.

Results of local assessments and additional test material

Reading

Math

Science

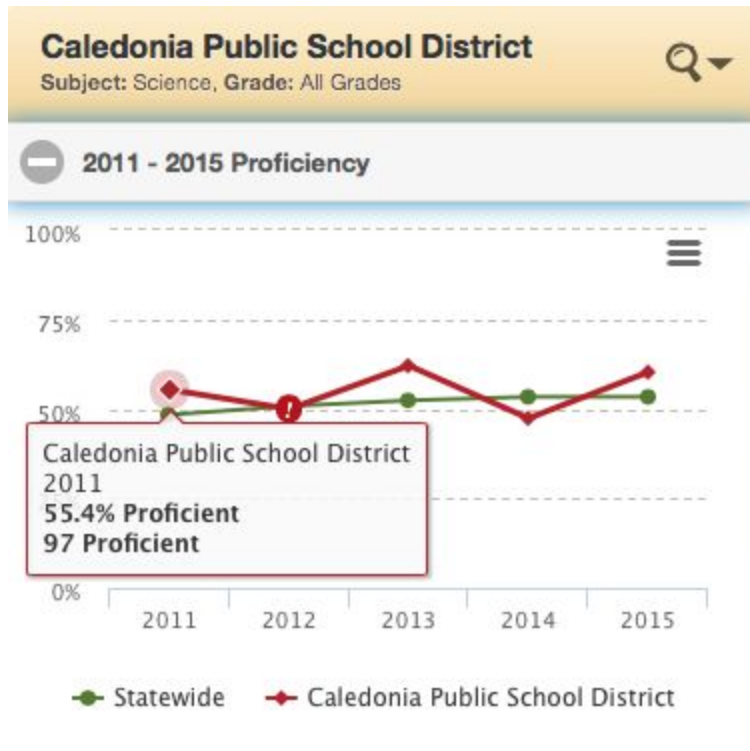
ACT

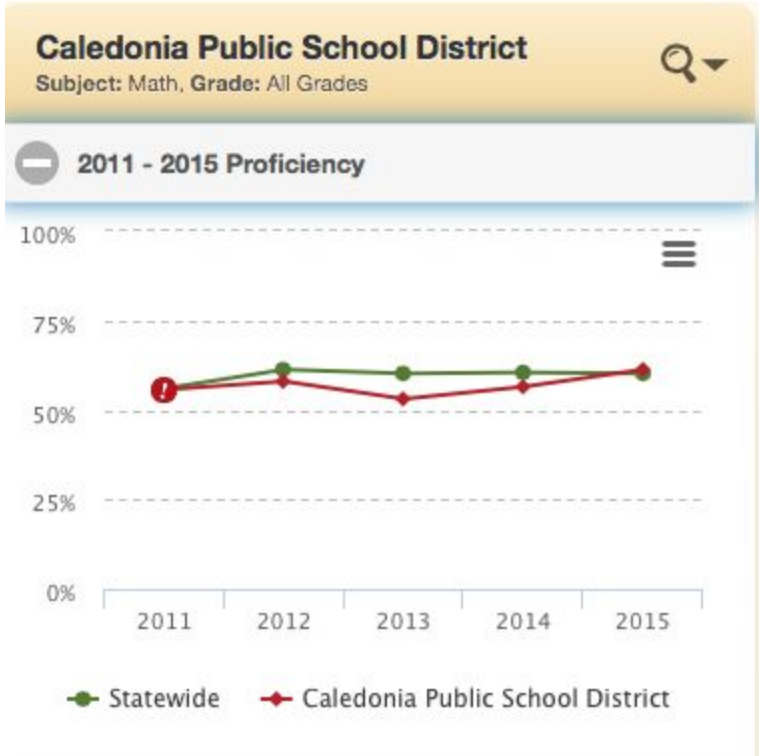
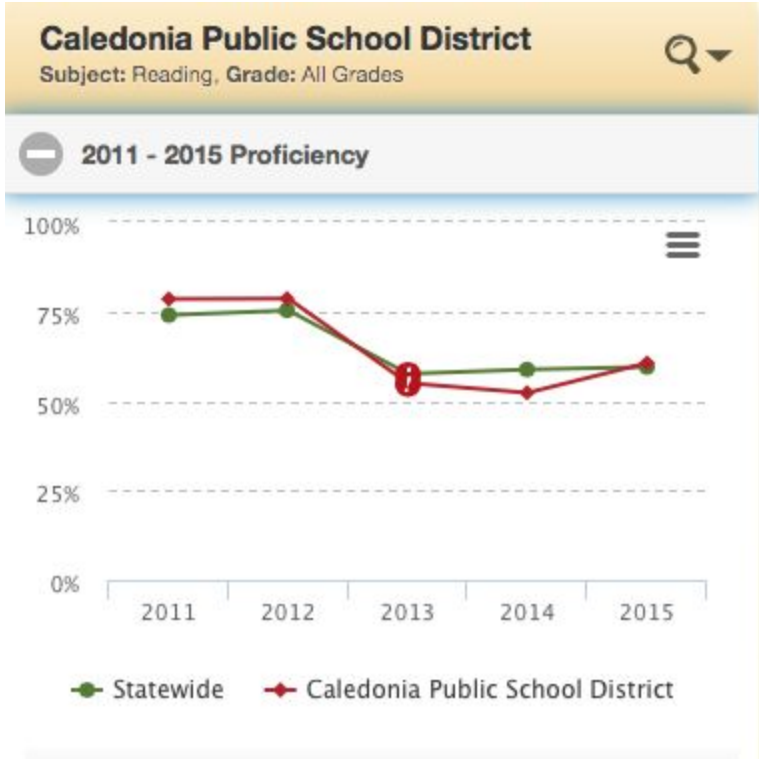
ASVAB

AIMSWEB

NWEA

Student achievement results compared to previous years





District Advisory Committee: The District Advisory Committee also serves as the district Curriculum Committee. Membership terms extend for

as long as the person would like to be a part of the team. The curriculum team will help this person to find a replacement. Membership includes teachers, administration, school board members and community members. At least two representatives from each educational grouping will be involved on the team.

Membership –

Superintendent – Ben Barton

Administrators - Paul DeMoret

2 School Board Members – Jimmy Westland, Jared Barnes

Technology Coordinator – Eric Jerviss

Curriculum Director - Gina Meinertz

Elementary Building Representatives – Mitch Mullins, Becky Newgaard,
Scott Koepke

MS Building Representatives - Janelle Field-Rohrer, Carol Nelson, Kathy
Klug

HS Building Representatives – Jason Cognac, Zoe Lamm, Brad Harguth

Other Staff -

Guests – Upon Request

2014 – 2015 ISD 299 District Curriculum Committee

Mission/Purpose Statement – The Curriculum Mission of Caledonia Public Schools is to use curriculum to prepare our students for the world outside of school in an ever-changing global society. We aim to coordinate and guide a district planning model that identifies desired student results, determines acceptable evidence to indicate student progress, and develops learning activities, resources and instructional strategies to support desired results.

Role of Curriculum Committee - The district curriculum committee's role is to provide leadership and guidance regarding the district's curriculum plan, policies and procedures. The curriculum committee will make recommendations to administration and school board.

Goals – The identification of goals and action plans for curriculum must be consistent with district goals. The district curriculum committee will develop goals and action plans to improve student achievement.

Areas of Responsibility

- **Oversight of curriculum across the district**
- **Create structure for curriculum**
- **Connection of curriculum across building levels**
- **Communicate with staff regarding state standards**
- **Process for Curriculum Development**
- **Identify transfer goals that students need for the future**
- **Focus on the needs of students**
- **Create and maintain the district curriculum review cycle**
- **Address curricular concerns**
- **Assurance of comprehensive educational experience**
- **Marketing of learning**
- **Resource allocation**
- **Inventory of material**
- **Provide oversight on a common planning model**
- **Plan for documenting curriculum**

Curriculum Materials Request Form:

<https://docs.google.com/a/cps.k12.mn.us/forms/d/1JleeZMJmrZk6EVtEYLP1xqLsyO5ALPOMfCkVCJcMdEU/viewform>

Course Proposal Form:

https://drive.google.com/open?id=0B0u_XAIDAt3jUk1qc0JIM2xkazQ

District Assessment Program

Written Objectives

Names of tests and grade levels tested

Kindergarten: AIMSweb Phoneme Segmentation Fluency, Letter Sound Fluency, Nonsense Word Fluency, Number Identification Fluency, Oral Counting, Quantity Discrimination, Missing Number, Primary NWEA, IRLA

1st Grade: AIMSweb Phoneme Segmentation Fluency, Letter Sound Fluency, Nonsense Word Fluency, Number Identification Fluency, Oral Counting, AIMSweb, Quantity Discrimination, Missing Number, Reading-Curriculum Based Measurement, IRLA, NWEA

2nd Grade: AIMSweb, Reading Curriculum Based Measurement and Math Concepts and Applications, IRLA, NWEA

3rd Grade: AIMSweb, Reading Curriculum Based Measurement and Math Concepts and Applications, MCA Math, MCA Reading, IRLA, NWEA

4th Grade: AIMSweb, Reading Curriculum Based Measurement and Math Concepts and Applications, MCA Math, MCA Reading, IRLA, NWEA

5th Grade: AIMSweb, Reading Curriculum Based Measurement and Math Concepts and Applications, MCA Math, MCA Reading, OLPA Math, IRLA, NWEA

6th Grade: AIMSweb, Reading Curriculum Based Measurement, MCA Reading, MCA Math, NWEA

7th Grade: AIMSweb, Reading Curriculum Based Measurement, MCA Reading, MCA Math, NWEA

8th Grade: AIMSweb, Reading Curriculum Based Measurement, MCA Reading, MCA Math, NWEA, EXPLORE

9th Grade: GRAD Writing

10th Grade: PLAN, MCA Reading, MCA Science, GRAD Reading, GRAD Writing

11th Grade: ASVAB, ACT, MCA Math, GRAD Reading, GRAD Writing

12th Grade: GRAD Reading, GRAD Math, GRAD Writing

Use of test results: Test results are reviewed by building leadership teams

Understanding By Design Curriculum Focus

Caledonia Area Public Schools Curriculum Improvement Plan

The Mission

To provide the best education to empower learners to thrive in our changing world.

Timeline and Action Plan

Phase 1: Professional Development, Planning, and Preparation

Task	Action Needed	People Responsible	Timeline/Resources
Understanding By Design Professional Development	<ol style="list-style-type: none">Send curriculum team to Understanding By Design Conference for District Level PlanningEntire staff trained on all three stages of UbD.	Curriculum Team And All Staff	March 18-20 2015 September 1-3 2015 Work with speaker to

			plan presentation materials, schedule, tasks of the curriculum team.
Curriculum Mapping Resource Decision	<ol style="list-style-type: none"> 1. Webinars and research 2. Meeting with Rubicon/Atlas to plan implementation 	Curriculum Team	Spring 2015
Curriculum Mapping Implementation	<ol style="list-style-type: none"> 1. Leadership Planning – Admin team will meet in the summer to decided steps of the roll out. 2. Design our district curriculum map template – Curriculum Team members meet in the summer to make template decisions based on UbD.(1/2 Day) 3. Whole group implementation – Sept ? 4. Follow-up trainings/webinar Professional development 	Curriculum Team And All Staff	2015-2017

Phase 2: Learning Backwards Design

Task	Action Needed	People Responsible	Timeline/Resources
<p>Backwards Design Unit Planning (Micro)</p> <p>All staff members create one UbD unit as an individual or in an interdisciplinary pair in the first semester of the 15-16 school year</p>	<p>DAY 1</p> <ol style="list-style-type: none"> 1. OVERVIEW OF UBD 2. CONNECTION OF THE THREE LEARNING GOALS 3. UNPACKING STANDARDS 4. TRANSFER OF KNOWLEDGE 5. START DESIGNING THEIR OWN UNIT PLANS 6. Create understandings and questions 7. Unpack the appropriate standards for established goals <p>DAY 2</p> <ol style="list-style-type: none"> 8. ASSESSMENT 9. Create performance assessment and supporting assessments 10. Check for alignment between 	<p>All Staff</p>	<p>2015-2016 School Year</p> <p>Resources: Page 98</p>

	<p>stage 1 and stage 2</p> <p>11. Check to see if alignments assess for transfer of knowledge</p> <p>DAY 3</p> <p>12. ASSESSMENT AND INSTRUCTION WITH SHARING</p> <p>13. Create lessons, activities, and formative assessments</p>		
<p>District-Wide UbD</p>	<ol style="list-style-type: none"> 1. Decide three essential questions to focus on for the school year 2. Each goal, meeting, initiative must be formed to answer these questions 3. Post these questions around offices and the schools for the year 	<p>District Staff</p>	

<p>Gallery Walk of Support</p>	<ol style="list-style-type: none"> 1. Gallery walk to compare progress, share questions, and offer guidance to each other. 2. The trained members hold Q and A round tables with EQs, understandings, and transfer goals, assessments, before breaking off to work on units. 	<p>All Staff</p>	<p>November 9, 2015</p> <p>Resources: Post-it notes for all Resources to support each · Assessment – Cover up the essentials to check for alignment · Summative Vs. Formative · Compare task frames</p>
<p>Teaching For Understanding: Questions, Alignment, Performance Assessment, questioning</p>	<ol style="list-style-type: none"> 1. Professional development will be planned throughout the school year to support all the concepts introduced in the fall. The curriculum team will use a survey to find out where to focus these trainings. 	<p>All Staff</p>	<p>January 25, 2015</p> <p>Resources http://www.essentialquestions.org Best learning experience similarities page 97, 103, 104, Webinars from ASCD:</p>

			http://www.magnemail.net/action/s/email_web_version.cfm?recipient_id=1702416631&message_id=9718280&user_id=ASCD&group_id=1108577&jobid=26871695
ALL STAFF LOOK AT WAYS OF REPORTING, ASSESSING AND INDIVIDUALIZING INSTRUCTION (STANDARDS-BASED REPORT CARDS OR REPORT CARDS THAT INCLUDE TRANSFER GOALS, ESSENTIAL UNDERSTANDINGS, STUDENT PORTFOLIOS, ETC.)	1.	Grade Level Curriculum Teams (age alike groups)	

Phase 3: Living Backwards Design

Teachers will be Expected to Implement at least two more Backwards Design	1.	All Staff	
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Units			
Transfer Goals (Macro)	<p>1. Create curriculum representatives for Vertical Curriculum Teams- Special Education and Intervention Teams decides representation on a curriculum team</p> <p>1. Have a summer curriculum writing day – teachers will meet in teams to write transfer or exit goals for the district</p> <p>A. UNPACK STANDARDS TO CREATE THE TRANSFER GOALS</p> <p>2. On a subsequent in-service day, teachers will re-convene to discuss necessary changes of transfer goals.</p>	Vertical Curriculum Teams (Job alike groups)	<p>UBD Presentation Materials: Page 17-20 Page 117</p>
District-Wide we	1. This could be	Curriculu	

will write a Caledonia Description of Workers and Learners	a document on WBWF.	m Team and Administ ration	Resources: Soccer Federation Model Page 101 AMT model
Write overarching understandings and essential questions	2.	Vertical Curriculum Teams	
Planning of evidence of New Reporting System		Grade Level Curriculum Teams (age alike groups)	

Phase 4: Enhancing Backwards Design

Teachers will be Expected to Continue Implementation of Understanding By Design Units with Full Implementation the final Goal	1.	All Staff	School Year
Scope and	1. How are we	Curricul	

Sequence or Continuum of Learning toward a transfer goal work	scaffolding our focus to work toward our transfer goals?	um Team	
Create Cornerstone Assessments for grade levels (or grade level groupings)	2. BLEND THESE TWO	Vertical Curriculum Teams	
Cornerstone Assessment/Tasks (Macro)	3. Teachers create one Cornerstone Assessment for each grade and each subject level as an exit assessment to leave the grade (take in to consideration assessing 21st Century skills)	Vertical Curriculum Teams (Job alike groups)	PLCS Resources Interdisciplinary Connections for Cornerstone Tasks
Implementation of Portfolio System for Students as Evidence for New Reporting structure and Cornerstone Assessments	4.	Grade Level Curriculum Teams (age alike groups)	2016-2017 School Year

