SHEBOYGAN AREA
SCHOOL DISTRICT

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Tuesday, June 24, 2025
Starting Time: 6:00 – 6:15 p.m.*
CHAIR: Ms. Robbins, Chair
MEMBERS: Ms. Tasche, Vice Chair
Ms. Wittstock
Ms. Hibl

(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 24, 2025, at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note that 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.

REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE
AGENDA

1 Min. 1. **DIPLOMAS – Ms. Rachel Ledezma** (Information/Action)

Administration at North High School recommends that high school diplomas be awarded to Jackson Conard, Noah Langston, and Korey Wallis, Class of 2024. The students have met all requirements to receive their diplomas.

1 Min. 2. **INTRODUCTION (FIRST READING) TO DELETE BOARD OF EDUCATION POLICY 8640 – TRANSPORTATION FOR FIELD AND OTHER DISTRICT-SPONSORED TRIPS – Ms. Rachel Ledezma** (Discussion/Possible Action)

Administration recommends the introduction (first reading) to delete the following revised policy:
- Policy 8640 – Operations; Transportation for Field and Other District-Sponsored Trips

8 Min. 3. **ACHIEVEMENT GAP REDUCTION GOAL UPDATE – Ms. Rachel Ledezma/Ms. Amy Buffington/Mr. Brian Hinn/Mr. Patrick Neils/Mr. True Vang** (Information/Discussion)

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

5 Min. 4. **ADOPTION OF TEXTBOOKS/INSTRUCTIONAL MATERIALS – Ms. Rachel Ledezma/Ms. Kelly Blum/Mr. Ryan LaCrosse/Ms. Amy Matczak** (Information/Possible Action)

Administration recommends the adoption of textbooks/instructional materials for the following courses:
- Spanish (Grades 8-12) - EntreCulturas, Second Edition, Levels 1-4, Triangulo Apreciado, 6th Edition
- Science (Grades 6-8) - Issues and Science by Lab Aids

C&I Attachment #2

Book	Policy Manual
Section	8000 Operations
Title	TRANSPORTATION FOR FIELD AND OTHER DISTRICT-SPONSORED TRIPS
Code	po8640*jjh
Status	First Reading
Adopted	October 22, 2013

~~8640 **TRANSPORTATION FOR FIELD AND OTHER DISTRICT-SPONSORED TRIPS**~~

~~It shall be the policy of the Board of Education to use regular or special-purpose school vehicles for transportation on field and other District-sponsored trips.~~

~~The transportation for all field and other District-sponsored trips is to be by vehicles owned or approved by the District and driven by approved drivers. Exceptions must have the approval of the District Administrator.~~

~~The District shall assume transportation costs for approved field trips as specified in the District Administrator's administrative guidelines.~~

~~It will also assume a portion of the transportation costs for all other trips including co-curricular, athletic, and other extra-curricular trips.~~

~~Transportation may be limited by the availability of vehicles, drivers, and scheduling and will not be available when needed for general school purposes.~~

~~All field trips shall be supervised by members of the staff. All other District-sponsored trips shall be supervised by either staff members or adults from the sponsoring organization. Any time students are on the vehicle, at least one (1) sponsor, chaperone, or staff member is expected to ride in the vehicle as well as to supervise students upon return to the District and while they are waiting for rides home.~~

~~All students are expected to ride the approved vehicle to and from each activity. A special request must be made to the staff member or sponsor by the parent, in writing or in person, to allow an exception.~~

~~District students not affiliated with the trip activity, nondistrict students, and/or children of preschool age shall not be permitted to ride on the trip vehicle without the approval of the principal.~~

~~No student is allowed to drive on any trip. An exception may be made by the principal on an individual basis provided the student has written parental permission and does not transport any other student.~~

~~The District Administrator shall prepare administrative guidelines to ensure that all transportation is in compliance with Board policy on use of District vehicles and/or use of private vehicles.~~

Legal 121.54(7), Wis. Stats.

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

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

Date: June 24, 2025

Prepared by: Rachel L. Ledezma, Assistant Superintendent — Student and Instructional Services

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Recommended action:

	Information only
x	Presentation/discussion
	Discussion/action by committee
	Discussion/action by Board of Education
	Presentation/action next meeting

Purpose: The administration will update the Board 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. AGR funds aim 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 district's Principles of Equity goal.

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.

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

	Grade Level	Reading	Mathematics	Strategies Used
Sheridan	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	On-Target	On-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?** The AGR dollars schools receive through the DPI fund the costs associated with implementing the strategies.
- **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**? The stated performance objectives will be obtained to measure success.

Grant Elementary School
End of Year AGR Report 2024-2025

Gr	Subject	Growth Objective	End-of-Year Progress
K	Reading	By Spring of 2025 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.	**EOY Progress - Approaching Target** ● 89.5% (51 of 57) of kindergarten students have met the EOY goal of identifying 52 upper and lowercase letters ● 48.2% (27 of 56) of kindergarten students have met the EOY goal of 26 letter sounds
K	Math	By Spring of 2025 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 10 using number sentences.	**EOY Progress - On Target** ● 80% (44 of 55) of students are secure in the ability to add within 10 using number sentences
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR Reading and Early Literacy Assessment.	**EOY Progress - On Target** ● 77.8% (35 of 45) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end of year STAR assessment
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR math assessment.	**EOY Progress - On Target** ● 83.7% (41 of 49) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end of year STAR assessment
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR reading and early literacy assessment.	**EOY Progress - On Target** ● 91.3% (42 of 46) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end of year STAR assessment
2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR math assessment.	**EOY Progress - On Target** ● 91.3% (42 of 46) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end of year STAR assessment
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the	**EOY Progress - On Target** ● 88.7% (47 of 53) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end of year STAR assessment

		Spring during the 2024-25 school year, as measured by the STAR reading and early literacy assessment.	
3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR math assessment.	**EOY Progress - On Target** ● 83% (44 of 53) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end of year 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 new curriculum, 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 like phonics and phonemic awareness with programs such as 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, our new curriculum, and interactive read a louds, as well as exploring our next steps to continuously improve our reader instructional practices. This work will occur throughout the 2025-26 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, ELI/Reading Recovery, and other research based interventions and one-to-one tutoring opportunities.

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 2025-26 school year.

Jefferson Elementary School
End-of-Year AGR Report 2024-2025

Grade	Subject	Growth Objective	End-of-Year Progress
K	Reading	By Spring of 2024, 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.	**End-of-Year Progress - Approaching Target** ● 82% (37 of 45) FAY kindergarten students have met the EOY goal of identifying 52 upper and lowercase letters. - **Goal Met** ● 76% (34 of 45) FAY kindergarten students have met the EOY goal of 26 letter sounds.
K	Math	By Spring of 2024, 80% of FAY (Full Academic Year) KG students will be secure in adding within 10 using number sentences.	**End-of-Year Progress - Approaching Target** ● 61% (20 of 33) FAY kindergarten students met the EOY goal of adding within 10.
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank (PR) of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score (SS) by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-2025 school year, as measured by the STAR Reading and Early Literacy Assessment.	**End-of-Year Progress - On Target** ● 87% (33 of 38) FAY students have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth (78 points for EOY) on their scaled score since the beginning of the school year.
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-2025 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 85% (29 of 34) FAY students have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth (73 points for EOY) on their scaled score since the beginning of the school year.
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-2025 school year, as measured by the STAR reading and early literacy assessment.	**End-of-Year Progress - On Target** ● 71% (24 of 34) FAY students have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth (51 points for EOY) on their scaled score since the beginning of the school year.
2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-2025 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 82% (28 of 34) FAY students have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth(49 points for EOY) on their scaled score since the beginning of the school year.
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-2025 school year, as measured by the STAR reading and early literacy assessment.	**End-of-Year Progress - On Target** ● 66% (25 of 38) FAY students have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth (30 points for EOY)on their scaled score since the beginning of the school year.

3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-2025 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 61% (23 of 38) FAY students have scored at least a 40 percentile rank, 50 student growth percentile, or made grade level growth (51 points for EOY) on their scaled score since the beginning of the school year.

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.

To help reduce the achievement gap and support the attainment of our performance objectives, Jefferson Elementary implemented several key strategies aligned with class size reduction, instructional coaching, and targeted academic support:

- Instructional coaching played a central role in improving instructional practices. The instructional coach led weekly Professional Learning Community (PLC) meetings, provided individualized coaching to teachers, and supported peer-to-peer observations. The coach also worked with teachers to implement our new ELA and Bridges in Mathematics curricula with fidelity.

- Targeted small-group and one-to-one support was provided through our Response to Intervention (RtI) process and collaboration with Multidisciplinary Learning (ML), Special Education (SPED), and interventionist teams. Students identified as needing additional support received targeted instructional time and interventions based on ongoing data analysis. In reading, phonics-based instruction and goal setting with incentives were key components. In math, AVMR assessments helped guide targeted instructional decisions.

- Collaborative data-driven practices were embedded at multiple levels. Bi-weekly Data Team (DAT) meetings, six-week RtI reviews, and weekly Professional Learning Community (PLC) discussions ensured that student progress was monitored and instruction was adjusted accordingly. Student subgroup progress was also reviewed to support equitable outcomes.

- Professional development and leadership support were provided through monthly Instructional Leadership Team (ILT) meetings, which guided professional learning and helped ensure alignment of instructional practices across grade levels.

Together, these strategies helped us promote consistent, high-quality instruction and provide targeted support to ensure that all students had the opportunity to achieve academic growth.

Longfellow Elementary School
End of Year AGR Report 2024-2025

Gr	Subject	Growth Objective	End-of-Year Progress
K	Reading	By Spring of 2025 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.	**End-of--Year Progress - On Target** ● 81% (22 of 27) of kindergarten students have met the end-of-year goal of identifying 52 out of 52 upper and lower case letters ● 81% (22 of 27) of kindergarten students have met the end-of-year goal of identifying 26 letter sounds.
K	Math	By Spring of 2025 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 5 using number sentences.	**End-of--Year Progress - Approaching Target** ● 67% (18 of 27) of kindergarten students have met the end-of- year goal of being secure in the ability to add within 5 using number sentences
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR Reading and Early Literacy Assessment.	**End-of--Year Progress - On Target** ● 81% (25 of 31) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR math assessment.	**End-of--Year Progress - On Target** ● 65% (20 of 31) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR reading and early literacy assessment.	**End-of--Year Progress - On Target** ● 73% (32 of 44) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR math assessment.	**End-of--Year Progress - On Target** ● 64% (28 of 43) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR reading and early literacy assessment.	**End-of--Year Progress - On Target** ● 71% (30 of 42) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year STAR assessment

3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR math assessment.	**End-of--Year Progress - On Target** ● 71% (30 of 42) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the mid-year 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:
Longfellow Elementary began utilizing Wilson Foundations and Just Words reading curriculum five years ago as part of our core curriculum. Since then, our instructional coach and reading specialists have worked with our staff on building their capacity to teach explicit, systematic, structured phonics. Unit assessments provide information that allows teachers to reteach, review, and extend the concepts taught in the unit. Additionally, our instructional coach works collaboratively with our grade level teachers in a professional learning community (PLC). During this process, the instructional coach and the grade level teachers review STAR360 data and classroom based assessments to aid in planning and implementing instruction that is responsive to the needs and strengths of our students. Additionally, our reading interventions and our ELL staff assist in creating and working with small group instruction of reading. We also restructured our schedule this last year to better utilize all of our staff resources. We are still exploring if there's a better way to align our schedule so that each grade level can utilize all available resources during our intervention times. This process allows for staff to hone in on the missing skills that students might be missing in an intensive intervention.

Math
Longfellow Elementary is in its fourth year of implementation of the Bridges math curriculum that was adopted by the District. After initial training and implementation, we are now focusing on fine-tuning our instruction. We are using some of the Bridges Intervention materials to help reinforce skills as needed. In addition, a CESA 7 Math Specialist has been working with our school since last year to help identify gaps in instruction and build the capacity of our staff in the area of math. Further, we have several teachers trained in AVMR which is used to assess students and move them forward through the math learning progressions. Additional teachers may be trained in AVMR within the next year.

Moving Forward;

- We are tweaking the schedule again to free up EA time to support classrooms instead of supervising lunches
- We are shifting one reading interventionist to focus primarily on Kindergarten, first, and second grade rather than be spread out across all grades
- Our academic committee is in the process of a comprehensive action plan to address deficits in math. This will focus primarily on shifting focus to Kindergarten and first grade to ensure math facts are mastered heading into second and third grade.

Sheridan Elementary School
End-of-Year AGR Report 2024-2025

Gr	Subject	Growth Objective	End-of-Year Progress
K	Reading	By Spring of 2025, 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.	**End-of-Year Progress - Approaching Target** ● 32 of 52 FAY kindergarten students, or 62%, have met the end-of-year goal of being secure in identifying all 52 upper and lower case letters ● 30 of 52 FAY kindergarten students, or 58%, have met the end-of-year goal of being secure in identifying all 26 letter sounds **Additional Notation for Spanish Reading** ● 47 of 52 FAY kindergarten students, or 90%, are able to identify 24 out of 31 (80%) of Spanish letter sounds.
K	Math	By Spring of 2025, 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 5 using number sentences and manipulatives.	**End-of-Year Progress - Approaching Target** ● 37/52 students, or 71% of FAY kindergarten students, are developing or secure in the ability to add within 5 using number sentences and manipulatives.
1	Reading	60% of all FAY first grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR Reading and Early Literacy Assessment.	**End-of-Year Progress - On Target** 67% of all FAY first grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR reading and Early Literacy Assessment. **Additional Notation for Spanish Reading** ● 70% of all FAY first grade students are at grade level proficiency in Spanish Reading or have made growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scaled Score by the grade level growth expectations for end of year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR reading and Early Literacy Assessment.
1	Math	60% of all FAY first grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 87% of all FAY first grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR Math English or Spanish assessment.
2	Reading	60% of all FAY second grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR reading and early literacy assessment.	**End-of-Year Progress - On Target** ● 67% of all FAY second grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR reading and Early Literacy Assessment.

			Additional Notation for Spanish Reading ● 72% of all FAY second grade students are at grade level proficiency in Spanish Reading or have made growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scaled Score by the grade level growth expectations for end of year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR reading and Early Literacy Assessment.
2	Math	60% of all FAY second grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 92% of all FAY second grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR Math English or Spanish assessment.
3	Reading	60% of all FAY third grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR reading and early literacy assessment.	**End-of-Year Progress - On Target** ● 77% of all FAY third grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR reading and Early Literacy Assessment. **Additional Notation for Spanish Reading** ● 81% of all FAY third grade students are at grade level proficiency in Spanish Reading or have made growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scaled Score by the grade level growth expectations for end of year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR reading and Early Literacy Assessment.
3	Math	60% of all FAY third grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 86% of all FAY third grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2024-25 school year, as measured by the STAR Math English or Spanish 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

The instructional coach aided in attaining the stated performance objectives by meeting weekly with each grade level and teacher groups to discuss student data and/or instructional practices that meet the identified needs of the students in their class through performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies focused on our implementation of our balanced literacy workshop model, increasing access to intervention and support for our students in both English and Spanish. The instructional coach assisted in implementing the Benchmark Advance/Adelante reading curriculum in slow roll-out classrooms in kindergarten and third grade. The instructional coach ensured all teachers were trained in the required Structured Early Literacy training through Cox Campus to focus on foundational skills. All K-3 classrooms implemented the Heggerty Phonemic Awareness lessons in English and Spanish. Reading data was collected to inform instruction utilizing a variety of sources: Core Phonics, WRAP español, AIMSweb+, and STAR CBMs. The instructional coach continued to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons and completing coaching cycles with individual teachers and teams as needed. The Instructional Leadership Team chose to focus on differentiating the universal curriculum, ensuring guided reading lessons were highly structured and organized to support student learning. In accordance with Sheridan's Long Range Plan, grade level teams collaborated in PLCs around strategies and lesson plan components to support their guided reading groups and best practices to support multilingual learners. Grade-level teams are focused on their Tier 1 instructional strategies, collaboratively refining those strategies, and discussing 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. We refined and enhanced our curriculum and instructional best practices as we implemented and collaborated on Heggerty, Benchmarks, reading mini-lessons, and interactive read-alouds. Staff utilized Lexia in English, Happy Letters, and iStation in Spanish to monitor student skills and adapt their instruction to meet the needs of their students. We also continued to explore and implement RTI interventions that best meet the needs of our students. In accordance with Wisconsin's ACT 20 legislation, we implemented personal reading plans for all K-3 students who fell below the 25th percentile on early reading screeners.

Math

The instructional coach aided in attaining the stated performance objective by meeting weekly with each grade level and teacher groups to discuss student data and/or instructional practices that meet the identified needs of the students in their class through performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies. The instructional coach supported staff in implementing the Bridges Number Corner and Bridges math curriculum. AVMR training was provided for all new staff responsible for math instruction. Collaboratively, data was examined and reviewed to make needed adjustments to classroom instruction and intervention groups to ensure student needs were met. Sheridan also piloted a new digital math platform called "Happy Numbers" in all grade levels. Through this work and coaching, we helped with various instructional strategies to meet students' individual needs. Our staff supported each other in the continued use of AVMR and the implementation of Bridges Number Corner and the Bridges math curriculum. In first grade, the instructional coach worked with teachers to align Bridges math assessments with math report guidelines to create a standards checklist. In accordance with Sheridan's Long Range Plan, collaborative data was examined and reviewed to make needed adjustments to classroom instruction and intervention groups to ensure student needs were met. The AVMR assessments were utilized to diagnose student needs when universal Tier 1 supports did not meet all student needs. As staffing allowed, Tier 2 and Tier 3 math interventions were provided using research-based math interventions selected based on results from AVMR assessments. We continued to implement the AVMR training received by teachers to better assess, analyze, and instruct our students. We continued to work on and solidify our implementation of the Bridges curriculum throughout the 2024-25 school year.

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Middle School Science

Date: 6/24/25

Prepared by: Kelly L. Blum, Coordinator of Student & Instructional Services

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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: After extending the curriculum another year, the district middle school science teachers worked during the 2024/25 school year to determine the best option(s) for updating instructional materials for the middle school science courses. As a result of their work, a new curriculum from Lab Aids, entitled *Issues and Science* has been recommended for purchase. The current text series, *Science Dimensions* by Houghton Mifflin Harcourt, was adopted in 2016. These materials no longer meet the instructional needs of teachers and students.

How does this relate to the Principles of Equity:

The *Issues and Science* curriculum positions teachers as facilitators of inclusive, inquiry-based learning.

Key features include:

- Collaborative and rigorous learning that is accessible.
- Real-world, socially relevant content (e.g., public health, environmental justice) to foster student engagement and belonging.
- Scaffolded, phenomena-driven instruction that is inclusive from the start—not remediated after.

- Embedded professional development, guiding teachers in reflection and belief shifts about what all students can achieve.
- Formative assessments and performance tasks to track learning in context.
- Differentiated supports and adaptable materials for diverse learning profiles.
- Co-serving instructional models, promoting shared responsibility for all students.
- Persistent engagement strategies for underprepared or disengaged learners.

Overall, the curriculum champions the belief that all students are capable of high-level science learning when given meaningful tools, support, and purpose.

Recommendation: We recommend adopting *Issues and Science* for a six-year license as the core Middle School Science curriculum for 6th through 8th grade.

Background:

- **Who is affected?** Approximately 1,640 students in Middle School Science and the eight Science instructors.
- **What is the cost and budget impact?** This six year adoption will cost $365,262. It includes classroom partner sets of student textbooks and teacher manuals along with digital access to student and teacher texts. Additionally it includes lab and simulation supplies and professional development for our teachers. Finally, it includes classroom sets of Spanish student textbooks for Dual Language instruction. Funds from the S&I textbook account will be used to purchase these materials.
- **How will this be implemented and what is the timing?** The materials will be ordered in July of 2025 and will be ready for implementation in the fall. Professional development and instructional planning will occur in August and during professional development days in August-November and January-May with support from CESA 6.

- **How will we assess if this is successful?** The new adoption will be deemed successful based upon the feedback and performance of the students in regards to course work and Forward Exam scores, as well as the feedback of the teachers.

Attachments: Criteria for Selection Issues and Science Science Curriculum Proposal

SHEBOYGAN AREA SCHOOL DISTRICT

Proposal for Adoption of Issues and Science

Executive Summary

This proposal recommends adopting a text series from Lab-Aids, entitled *Issues and Science, Third Edition*.

The *Issues and Science* curriculum positions teachers as facilitators of inclusive, inquiry-based learning.

Key features include:

- Collaborative and rigorous learning that is accessible
- Real-world, socially relevant content (e.g., public health, environmental justice) to foster student engagement and belonging
- Scaffolded, phenomena-driven instruction that is inclusive from the start, not remediated after
- Embedded professional development, guiding teachers in reflection and belief shifts about what all students can achieve
- Formative assessments and performance tasks to track learning in context
- Differentiated supports and adaptable materials for diverse learning profiles
- Co-serving instructional models, promoting shared responsibility for all students
- Persistent engagement strategies for underprepared or disengaged learners

Overall, the curriculum champions the belief that all students are capable of high-level science learning when given meaningful tools, support, and purpose.

The curriculum meets all EdReports evaluation criteria while offering a cost structure that allows for sustainable implementation across the district. The curriculum aligns with Next Generation Science Standards (NGSS).

Background and Rationale

2023-24

- Staff were surveyed about the current curriculum.

  On a scale of 1-4, how do you feel…

  - About the interventions and extension supports? Avg 1.61
  - This text provides student engagement? Avg 1.67
  - This text provides personalized learning opportunities? Avg. 1.67
  - About the quality of student and teacher resources? Avg 1.78
  - About the balance of disciplinary core ideas, science and engineering practice and crosscutting concepts? Avg 2.39
  - This text aligns to the Next Generation Science Standards? Avg 2.61
- Staff explored OpenSciEd and Amplify with mixed reviews.
- Staff opts to extend the current curriculum to explore the NGSS three dimensions of science.
- Self-selected staff attend professional development around Phenomena Based Instruction.

2024-25

- Staff spent professional development time with CESA 6 intentionally planning for the infusion of Science and Engineering Practices, one dimension of NGSS science.
- Staff recommended looking for a new curriculum that explicitly addresses the three dimensions of science.

Our district teachers identified philosophies in what a Science curriculum should deliver:

1. Compatibility with NGSS standards, practices, and cross-cutting concepts
2. Assessment options that are useful in assessing NGSS standards, practices, and cross-cutting concepts
3. Engaging to middle school students
4. Adaptable to current grade topics
5. Clarity of consumable teaching/lab materials annually

Analyzing the reviewed curricula reveals that Lab Aids, Issues and Science series excels in these areas while providing a cost-effective solution for district-wide implementation. The current text series, Science Dimensions by HMH, was adopted in 2016. These materials no longer meet the instructional needs of teachers and students.

Curriculum Analysis

EdReports Evaluation

Issues and Science received "Meets Expectations" ratings across all three major evaluation categories:

- **Designed for NGSS**: Materials are designed for three-dimensional learning and assessment. Materials also leverage science phenomena and engineering problems in the context of driving learning and student performance.
- **Coherence & Scope**: Materials are coherent in design, scientifically accurate, and support grade-band endpoints of all three dimensions.
- **Usability**: The program includes opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content. The program includes a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards. The program includes materials designed for each student's regular and active participation in grade-level/grade-band/series content. The program includes a visual design that is engaging and references or integrates digital technology (when applicable) with guidance for teachers.

Adoption Committee Findings

Our district adoption committee highlighted several strengths of Issues and Science in our review of multiple curriculum programs:

- Real-World Relevance
- High Expectations with Support
- Inquiry-Driven and Student-Centered
- Professional Development and Teacher Support
- Formative, Contextualized Assessment
- Flexible and Adaptable Materials
- Focus on Persistence and Engagement

Our team reviewed the only three programs that meet expectations in all three categories evaluated by EdReports. Physical and online samples were reviewed by the adoption committee and evaluated using the district evaluation rubric

Cost Analysis

An informal cost analysis was completed of all three options, and Issues and Science presents a cost-effective option compared to the alternatives. Costs are approximate and can vary significantly based on a variety of factors. Of the programs reviewed, Issues and Science is projected to be less than Amplify by Amplify and slightly more than OpenSciEd by Activate.

Competing Options Analysis

While other curricula have strengths, each presents limitations:

- **Amplify Science (Amplify)**: The adoption team felt the curriculum was literacy heavy therefore not including enough hands-on activities. Those who piloted a unit, felt activities were repetitive and not easily differentiated.
- **OpenSciEd (Activate)**: Feedback indicates first year implementation to be cumbersome, requiring significant training and preparation time for teachers.

Recommendation

Based on the comprehensive analysis of quality, alignment, and cost factors, we recommend adopting *Issues and Science* for a six-year license as the core Middle School Science curriculum for 6th through 8th grade.

1. EdReports "Meets Expectations" ratings across all evaluation categories
2. Strong alignment with NGSS standard
3. Inquiry driven and student centered
4. Domain specific learning that builds upon prior learning
5. Reasonable cost structure compared to alternatives

This adoption will position our district to fully incorporate NGSS three dimensions of learning, which include core ideas, crosscutting concepts and science and engineering practices. It will also provide teachers with high-quality instructional resources that support student engagement.

Next Steps

- July 2025 – Materials ordered
- August – Lab-Aids provides in-person training for *Issues and Science*
- August 27th – Full day unit planning facilitated by CESA 6 & Coordinator
- September 26th – Half day unit planning facilitated by Coordinator
- October 27th – Half day unit planning facilitated by Coordinator
- November 26th – Half day unit planning facilitated by CESA 6 & Coordinator
- January 19th – Full day unit planning facilitated by CESA 6 & Coordinator
- February 16th – Half day unit planning facilitated by Coordinator Lab-Aids
- March 30th – Half day unit planning facilitated by Coordinator
- April 21st – Half day unit planning facilitated by Coordinator
- May 22nd – Full Day reflection and planning of year 2 implementation facilitated by CESA 6 & Coordinator. Select year 2 Adoption training option.

Measuring Outcomes

- The new adoption will be deemed successful based upon the feedback and performance of the students in regards to course work and Forward Exam scores, as well as the feedback of the teachers.

Additional Resources

NGSS

EDReports 6-8- An independent evaluation of middle school science curriculum materials that assess their alignment with standards, instructional design, and usability.

Adoption Committee

School	Curriculum Review Group Members (2024-25)
Farnsworth	Kelly Hranicka, Chad Kulow, Jana McDonough, Stephanie Suszek, Jennifer Rogler, Lindsey Anderson
Horace Mann	Christine Bahr, Melissa Selk, Brent Kasberger, Jacob Milbrath, Evan Platz, Brian Thomas, Theresa Dewitt, Susan Santana
Urban	Starr Strysick, Robert Berthiaume, Amy Matczak, Jill Buechel, Robert Berg, Tanya Zimmermann, Adele Keaton

Recommendations-

- **Kelly Blum-District Science Coordinator**
  - After careful evaluation and firsthand experience with the curriculum in our middle school classrooms, I can confidently endorse *Issues and Science* as a high-quality, NGSS-aligned program that fosters deep student engagement, scientific literacy, and critical thinking. What sets *Issues and Science* apart is its unique approach to anchoring science learning in real-world issues. This context-based framework not only makes science more relevant to students' lives but also cultivates a classroom culture of inquiry, discussion, and evidence-based reasoning. In short, this curriculum is a thoughtfully crafted program that helps students not only learn science content but also think like scientists.

EdReports Evaluation Comparison: 6-8 Science Curricula

Curriculum	Publisher	Designed for NGSS	Coherence & Scope	Usability	Notes
Issues and Science, Third Edition	Lab-Aids	Meets	Meets	Meets	Strong real-world relevance through issue-based units. Embedded assessments with clear rubrics and performance tasks. Strong integration of practices and crosscutting concepts. Less digital interactivity. Slower pacing.
OpenSciEd	Activate Learning	Meets	Meets	Meets	Strong emphasis on student voice, discourse and inquiry. Requires significant teacher prep.
Amplify Science	Amplify	Meets	Meets	Meets	Deep literacy connections, good for building reading and writing skills in science. Tech-heavy. Somewhat prioritizes reading and digital content over hand-on exploration.

TEXTBOOK & SUPPLEMENTARY INSTRUCTIONAL RESOURCES ADOPTION PROPOSAL

Date: June 16, 2025

Course Number and Title: 200100 Science 6, 201100 Science & 202100 Science 8

Type of Instructional Material(s): Hardcover Print and Digital Student and Teacher Textbooks
(Textbook, Computer Software, Multimedia, Other)

Author(s): SEPUP

Title(s): Issues and Science, Third Edition Revised *Land, Water, and Human Interactions; Geological Processes; Earth's Resources; Weather and Climate; Solar System and Beyond; Ecology; Body Systems; From Cells to Organisms; Reproduction; Evolution; Energy; Chemistry of Materials; Chemical Reactions; Forces and Motion; Fields and Interactions; Waves*

Publisher: Lab-Aids Copyright Date: 2020

Members of adoption committee: Kelly Hranicka, Chad Kulow, Christine Bahr, Missy Selk, Starr Strysick, Robert Berthiaume, Jana McDonough, Stephanie Suszek, Brent Kasberger, Jacob Milbrath, Amy Matczak, Jill Buechel, Jennifer Rogler, Lindsey Anderson, Evan Platz, Brian Thomas, Robert Berg, Tanya Zimmermann, Adele Keaton, Theresa Dewitt, Susan Santana, Veronica Anderson, Kelly Blum

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. *Can be integrated or domain specific.*

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

4 Up-to-date/current copyright.

5 Authors' expertise.

5 Accurate information.

5 Field-tested. *(Grafton, Appleton, Mukwonago)*

5 Upgrades and enhancements available.

5 Research-based.

C. Readability

4 Appropriate reading level for students. *Middle level rating. No leveled readers.*

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. *Middle*

H. Technical Support

5 Representative available for questions.

5 Technical assistance hotline.

Additional Considerations:

- **Gender/Ethnic Equity:** Yes
- **Additional Resources (CD Rom's, Interactive Tests, etc.):** Embedded within
- **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

Kelly Blum June 16, 2025

Signature of S & I Administrator Date

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Title	Author	Publisher	ISBN Number	Type of item (book,wrkbk, CD, DVD, Etc)	Student Ed.	Teacher Ed.	Supplement	Quantity	Unit Cost (List Price)	Total Cost (reflects 44% discount from list price of text)
Issues and Science, Third Edition Revised *Land, Water, and Human Interactions*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-632-7 Teacher ISBN:978-1-63093-633-4	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package	x	x	x	90/6/6	$29.99/ $108.15/ $2,345	$16,303
Issues and Science, Third Edition Revised *Geological Processes*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-630-3 Teacher ISBN:978-1-63093-631-0	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package	x	x	x	90/6/6	$29.99/ $108.15/ $2,675	$18,286
Issues and Science, Third Edition Revised *Earth's Resources*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-640-2 Teacher ISBN:978-1-63093-641-9	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package	x	x	x	90/6/6	$29.99/ $108.15/ $2,675	$17,627
Issues and Science, Third Edition Revised *Weather and Climate*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-646-4 Teacher ISBN:978-1-63093-647-1	Online student & teacher accounts, teacher resource book, classroom textbook partner	x	x	x	90/6/6	$29.99/ $108.15 /$1,536	$11,450

				set, equipment package						
Issues and Science, Third Edition Revised *Solar System and Beyond;*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-642-6 Teacher ISBN:978-1-63093-643-3	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package	x	x	x	90/6/6	$29.99/ $108.15/ $1,346	$10,308
Issues and Science, Third Edition Revised *Ecology*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-620-4 Teacher ISBN:978-1-63093-621-1	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package	x	x	x	90/6/6	$29.99/ $108.15/ $1,396	$10,613
Issues and Science, Third Edition Revised *Body Systems*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-616-7 Teacher ISBN:978-1-63093-617-4	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package	x	x	x	90/6/6	$29.99/ $108.15/ $1,949	$13,927
Issues and Science, Third Edition Revised *From Cells to Organisms*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-618-1 Teacher ISBN:978-1-63093-619-8	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package	x	x	x	90/6/6	$29.99/ $108.15/ $2,472	$17,064
Issues and Science, Third Edition Revised *Reproduction*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-638-9 Teacher ISBN:978-1-63093-639-6	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package	x	x	x	90/6/6	$29.99/ $108.15/ $1,148	$9,121

Issues and Science, Third Edition Revised *Evolution*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-624-2 Teacher ISBN:978-1-63093-625-9	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package	x	x	x	90/6/6	$29.99/ $108.15/ $1,841	$13,283
Issues and Science, Third Edition Revised *Energy*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-622-8 Teacher ISBN:978-1-63093-623-5	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package	x	x	x	90/6/6	$29.99/ $108.15/ $1,899	$13,629
Issues and Science, Third Edition Revised *Chemistry of Materials*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-634-1 Teacher ISBN:978-1-63093-635-8	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package	x	x	x	90/6/6	$29.99/ $108.15/ $2,477	$17,097
Issues and Science, Third Edition Revised *Chemical Reactions*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-636-5 Teacher ISBN:978-1-63093-637-2	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package				90/6/6	$29.99/ $108.15/ $3,384	$22,537
Issues and Science, Third Edition Revised *Force and Motion*	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-628-0 Teacher ISBN:978-1-63093-629-7	Online student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package				90/6/6	$29.99/ $108.15/ $2,361	$16,400
Issues and Science, Third Edition	SEPUP	SEPUP/Lab-Aids	Student ISBN:978-1-63093-626-6	Online student & teacher accounts,				90/6/6	$29.99/ $108.15/	$19,907

Revised *Fields and Interactions*			Teacher ISBN:978-1-63093-627-3	teacher resource book, classroom textbook partner set, equipment package					$2,945	
Issues and Science, Third Edition Revised *Waves*	SEPUP	SEPUP/Lab-Aids	Student ISBN: 978-1-63093-644-0 Teacher ISBN:978-1-63093-645-7	Student & teacher accounts, teacher resource book, classroom textbook partner set, equipment package				90/6/6	$29.99/ $108.15/ $3,352	$22,344
Issues and Science, Third Edition	SEPUP	SEPUP/Lab-Aids		Online portal for students and teachers	x	x		1,640/ 21	$77.25	$27,720
Issues and Science, Third Edition	SEPUP	SEPUP/Lab-Aids		Spanish student text	x			25 for 10 units	$29.99	$5,000

SHEBOYGAN AREA
SCHOOL DISTRICT

Middle School Science Curriculum Adoption Proposal

Issues and Science - Timeline

2023-24

- Staff surveyed about the current curriculum

  On a scale of 1-4, how do you feel…

  About the interventions and extension supports? Avg 1.61
  This text provides student engagement? Avg 1.67
  This text provides personalized learning opportunities? Avg. 1.67
  About the quality of student and teacher resources? Avg 1.78
  About the balance of disciplinary core ideas, science and engineering practice and crosscutting concepts? Avg 2.39
  This text aligns to the Next Generation Science Standards? Avg 2.61

- Staff explored OpenSciEd and Amplify with mixed reviews

Issues and Science - Timeline

2023-24 continued

- Staff opts to extend the current curriculum to explore the NGSS (Next Generation Science Standards) three dimensions of science
- Staff self appointed to attend professional development around Phenomena Based Instruction

2024-25

- Staff spends professional development time with CESA 6 intentionally planning for the infusion of Science and Engineering Practices, one dimension of NGSS science
- Staff recommends looking for a new curriculum that explicitly addresses the three dimensions of science

Issues and Science - Overview

- **Issues and Science Curriculum**
  - Real-World Relevance
  - High Expectations with Support
  - Inquiry-Driven and Student-Centered
  - Professional Development and Teacher Support
  - Formative, Contextualized Assessment
  - Flexible and Adaptable Materials
  - Focus on Persistence and Engagement



Issues and Science - Rationale

- **Supports the philosophies guiding Science curriculum design:**
  - Compatible with NGSS standards, practices, and cross-cutting concepts
  - Assessment options
  - Engaging
  - Adaptable
  - Clarity of essential consumable materials

- **Excels in EdReports evaluations across all categories:**
  - Designed for NGSS: Designed for three-dimensional learning and assessment
  - Coherence & Scope: Coherent in design, scientifically accurate, and support grade-band endpoints of all three dimensions
  - Usability: Teachers can effectively plan and utilize materials with integrity and to further develop their own understanding of the content

Issues and Science - Strengths

- **Kelly Blum-District Science Coordinator**
  - After careful evaluation and firsthand experience with the curriculum in our middle school classrooms, I can confidently endorse Issues and Science as a high-quality, NGSS-aligned program that fosters deep student engagement, scientific literacy, and critical thinking. What sets Issues and Science apart is its unique approach to anchoring science learning in real-world issues. This context-based framework not only makes science more relevant to students' lives but also cultivates a classroom culture of inquiry, discussion, and evidence-based reasoning. In short, this curriculum is a thoughtfully crafted program that helps students not only learn science content but also think like scientists.

Recommendation

Based on the comprehensive analysis of quality, alignment, and cost factors, **we recommend adopting Issues and Science as the core Middle School Science curriculum for 6th - 8th grade.** This program offers:

1. EdReports "Meets Expectations" ratings across all evaluation categories
2. Strong alignment with NGSS standard
3. Inquiry driven and student centered
4. Domain specific learning that builds upon prior learning
5. Reasonable cost structure compared to alternatives

This adoption will position our district to fully incorporate NGSS three dimensions of learning, which include core ideas, crosscutting concepts and science and engineering practices.

Questions

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Spanish 1A-5B

Date: 6/24/25

Prepared by: Kelly L. Blum, Coordinator of Student & Instructional Services

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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 district Spanish teachers worked during the 2024/25 school year to determine the best option(s) for updating instructional materials for the middle school and high school Spanish courses. As a result of this work, the recommendation is to purchase a text series and AP textbook from Wayside Publishing, entitled *EntreCulturas, Second Edition, Levels 1-4* and *Triangulo Apreciado, 6th Edition.* Our district teachers identified the following best practices in what a Spanish curriculum should deliver:

-Incorporates authentic cultural materials.

-Provides practice opportunities with/without feedback.

-Aligns with ACTFL standards.

-Emphasizes speaking skills through real-life scenarios.

-Encourages collaboration and interaction.

The current text series, Senderos, was adopted in 2016. These materials no longer meet the instructional needs of teachers and students.

How does this relate to the Principles of Equity: Wayside Publishing's EntreCulturas program incorporates equity by directly integrating strategies for heritage and native speakers into the resources. This approach ensures that students of all backgrounds and proficiency levels are included and supported.

The program uses a content-based approach, focusing on real-world topics and situations, which can be more accessible and engaging for students from diverse backgrounds.

The program offers various supports for students who may not have strong literacy skills, including breaking activities into steps, using graphic organizers, and providing access to authentic materials.

Recommendation: We recommend adopting *EntreCulturas* and *Triangulo Apreciado* for a six-year license as the core Spanish curriculum for 8th through 12th grade.

Background:

- **Who is affected?** Approximately 570 students taking Spanish 1-5 and the six Spanish instructors.
- **What is the cost and budget impact?** This six year adoption will cost $155,788. It includes classroom sets of student textbooks and teacher manuals along with digital access to student and teacher texts. 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 of 2025 and will be ready for implementation in the fall. Professional development and instructional planning will occur in July and during professional development days in August-November and January-May.
- **How will we assess if this is successful?** The new adoption will be deemed successful based upon the feedback and performance of the students, as well as the feedback of the teachers.

Attachments: Criteria for Selection, EntreCulturas

SHEBOYGAN AREA SCHOOL DISTRICT

Proposal for Adoption of EntreCulturas and Triángulo Apreciado

Executive Summary

This proposal recommends adopting a text series and AP textbook from Wayside Publishing, entitled *EntreCulturas, Second Edition, Levels 1-4* and *Triángulo Apreciado, 6th Edition*.

Based on a comprehensive analysis of available options, Wayside Publishing's EntreCulturas program incorporates equity by directly integrating strategies for all learners (including heritage/native speakers) into the resources. EntreCulturas approaches language acquisition with an approach that better mirrors modern learners by using more real world application of language use. This approach ensures that students of all backgrounds and proficiency levels are included and supported. The program uses a content-based approach, focusing on real-world topics and situations, which can be more accessible and engaging for students from diverse backgrounds. The program offers various supports for students who may not have strong literacy skills, including breaking activities into steps, using graphic organizers, and providing access to authentic materials.

The curriculum aligns with American Council of Teachers of Foreign Languages (ACTFL) standards which also align with the Wisconsin State Standards, while offering a cost structure that allows for sustainable implementation across the district. Those impacted include 570 students taking Spanish 1-5 and the six Spanish instructors.

Background and Rationale

Our district teachers identified core beliefs in what a Spanish curriculum should deliver:

1. Incorporates authentic cultural materials
2. Provides practice opportunities with or without feedback
3. Emphasizes speaking skills through real-life scenarios
4. Encourages collaboration and interaction

Analyzing the reviewed curricula reveals that Wayside Publishing, EntreCultures series excels in these areas while providing a cost-effective solution for district-wide implementation. The current text series, Senderos, was adopted in 2016. These materials no longer meet the instructional needs of teachers and students.

Curriculum Analysis

Adoption Committee Member Findings

Our district review team highlighted several strengths of Wayside Publishing's EntreCulturas in our review of multiple curriculum programs:

- Content suits course description, fits curriculum scope and sequence, is compatible with SASD, State and ACTFL standards and performance indicators
- Authenticity of the text is accurate, research based and has upgrades and enhancements available, contains modern language learning features that provide equitable access to heritage/native speakers as well as the novice learner. Online platform has immediate feedback available as well as programming to aid in pronunciation as well as accuracy of language creation.
- Readability of the text provides appropriate conceptual depth and frequency for students, good study aids including key vocabulary, study questions, summaries and visual aids. Digital access enhances this access.
- Teacher materials have a complete explanation of objectives, strategies and activities and are compatible with the computer system used at SASD.

We were given the opportunity to explore both paper and digital options prior to our time with the representative to experience the series as the students would. Based on those items we were able to evaluate each series and agree to the strengths of EntreCulturas and Triángulo Apreciado. This series aligned with our department standards and also the national ACTFL standards.

Physical and online samples were reviewed by the resource review team and evaluated using rubrics from the district to evaluate strengths and weaknesses. The team then used the time after the presentations to discuss their thoughts and reactions to what we learned. We then reconvened after having some additional time to further investigate and came to the resolution of adopting EntreCulturas and Triángulo Apreciado

Cost Analysis

This six year adoption will cost $155,788, which is in alignment with the cost of the previous adoption. It includes classroom sets of student textbooks and teacher manuals along with digital access to student and teacher texts. Funds from the S&I textbook account will be used to purchase the materials.

Competing Options Analysis

While other curricula have strengths, each presents limitations:

- **Encuentros (Vista Higher Learning)**: Strong online programming. Very similar to our current text. This textbook follows a more traditional approach to language acquisition which does not match the learning styles of most modern learners. The grammar components are very heavy and overwhelming in most units. This book has 8 units which would be unmanageable and with this series only having four levels it would also require many modifications to make it more accessible to students. We would also need to find a 5th year supplement or redesign the scope and sequence of the series.
- **¡Que Chevere! (Carnegie Learning)**: Only has 4 levels, therefore we would have to find a supplement for the 5th year classes or redesign the scope and sequence to fit out programming just like Encuentros. We have concerns about the scope and sequence and how it would fit learning and be manageable for student acquisition. There are multiple big grammar ideas presented very late in the text. The textbook also follows a more traditional approach to language acquisition that does not match most modern learners.
- **Auténtico (SAVVAS)**: Autentico has a great online platform but the textbook series only has 3 levels. There are 10 units per level which would require a total overhaul of the scope and sequence as well as find a supplemental 5th year text. The content is manageable but the reworking of material would be excessive.

Recommendation

Based on the comprehensive analysis of quality, alignment, and cost factors, we recommend adopting *EntreCulturas* and *Triángulo Apreciado* for a six-year license as the core Spanish curriculum for 8th through 12th grade.

Next Steps

- July 2025 – Materials ordered
- July 24th – Wayside provides in-person training for *EntreCulturas* levels 1-4
- August 27th & 28th – Half day unit planning facilitated by Department Leader
- September 26th – Half day unit planning facilitated by Department Leader
- October 27th – Half day unit planning facilitated by Department Leader
- November 26th – Two hours unit planning facilitated by Department Leader
- January 19th – Half day unit planning facilitated by Department Leader
- February 16th – Half day unit planning facilitated by Department Leader
- March 30th – Half day unit planning facilitated by Department Leader
- April 21st – Half day unit planning facilitated by Department Leader
- May 22nd – Reflection and planning of year 2 implementation facilitated by the Department Leader. Select year 2 Adoption training option.

Additional Educator Support Tools provided by Wayside:

- eLearning Courses
- Video Library
- Virtual professional learning events and post-event recordings
- Articles and blog posts focused on language instruction

Measuring Outcomes

The new adoption will be deemed successful based upon the feedback and performance of the students, as well as the feedback of the teachers.

Our evaluation plan includes the following metrics:

- Short-term (2025-26 school year):
    - Review implementation fidelity by instructors
    - Teacher satisfaction surveys
    - Formative assessment data
    - Curriculum evaluation review
    - Student feedback from those in second year and above that had used the prior textbook series.
- Medium-term (2026-27):
    - District benchmark assessments
    - Measure growth in foundational skills
    - Teacher satisfaction surveys
    - Student feedback
    - Curriculum evaluation review
- Long-term (2026-29):
    - Student retention in Spanish levels
    - Student enrollment
    - Curriculum evaluation review

Additional Resources

ACTFL Standards

EntreCulturas

Adoption Committee

School	Adoption Committee Members (2024-25)
Farnsworth	Elizabeth Cordeiro
Horace Mann	Blanca Martínez
Urban	Ryan LaCrosse, Jordan Pollock Forgues
North	Blanca Martínez, Ryan LaCrosse, Tina Kieckhafer
South	Mary "Molly" Smith, Elizabeth Cordeiro

Recommendations-

- **Kelly Blum-District World Languages Coordinator**
  - As educators committed to preparing students for a globalized world, we strongly endorse the adoption of the *EntreCulturas* Spanish curriculum for grades 8–12 in the Sheboygan Area School District. *EntreCulturas*, developed by Wayside Publishing, represents a modern, research-based approach to language instruction that aligns with the World-Readiness Standards for Learning Languages and ACTFL Performance Descriptors. Its unique focus on intercultural competence, authentic communication, and proficiency-based learning makes it an ideal fit for our district's vision of equitable and rigorous world language education.

- **Ryan LaCrosse- Spanish teacher at North High, Department Leader**
  - I have looked into the curriculum and scope and sequence of this series. The concept of how this book breaks down the content into smaller more manageable chunks of information is the major focus of making the language more accessible to students. This accessibility will provide students with a rigorous curriculum that will allow them to gain better language skills as well as provide the grammar and vocabulary that would be needed for the collegiate level as well. Many other series force a lot of information in the early levels and then incorporate a review in later classes but this series slows down the content to allow for greater mastery and then builds and spirals the information much more than others. Based on current best practices in language acquisition, this method should prove more effective for students.

TEXTBOOK & SUPPLEMENTARY INSTRUCTIONAL RESOURCES ADOPTION PROPOSAL

Date: 5/2/2025

Course Number and Title: 4027/4028 Spanish 1A/1B MS, 4071/4072 Spanish 1A/1B, 4073/4074 Spanish 2A/2B, 4075/4076 Spanish 3A/3B, 4077/4078 Spanish 4A/4B; Spanish 5A/5B

Type of Instructional Material(s): Hardcover Print and Digital Student and Teacher Textbooks
(Textbook, Computer Software, Multimedia, Other)

Author(s): Ann Mar, Robert L Davis, George Watson-Lopez, Maritza Sloan; Louis Baskinger, Cecilia Herrera, Frank Masel, John McMullan

Title(s): EntreCulturas, Second Edition, Levels 1-4; Triangulo Apreciado, 6th Edition

Publisher: Wayside Publishing Copyright Date: 2026

Members of adoption committee: Kelly Blum, Liz Cordeiro, Tina Kieckafer, Ryan LaCrosse, Blanca Martinez, Jordan Pollock, Molly Smith

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). 1st Edition

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

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.

4 Provision for individual differences among students.

n/a 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

4 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:

Incorporates authentic cultural materials, provides practice opportunities with/without feedback, emphasizes speaking skills through real-life scenarios, encourages collaboration and interaction.

Gender/Ethnic Equity: Strong representation of all groups

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

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**

Kelly Blum — 5/2/2025

Signature of S & I Administrator — Date

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Title	Author	Publisher	ISBN Number	Type of item (book,wrkbk, CD, DVD, Etc)	Student Ed.	Teacher Ed.	Supplement	Quantity	Unit Cost per year (List Price)	Total Cost (reflects 44% discount from list price)
EntreCulturas Level 1 *(6 years)*	Ann Mar, Robert L Davis, George Watson-Lopez, Maritza Sloan	Wayside Publishing	Student ISBN: 9781641596305 Teacher ISBN: 9781641596336	Online student & teacher accounts, teacher resource book, shared classroom textbook set	x	x		280/8	$59.98/0	$55,986.00
EntreCulturas Level 2 *(6 years)*	Ann Mar, Robert L Davis, George Watson-Lopez, Maritza Sloan	Wayside Publishing	Student ISBN: 9781641596510 Teacher ISBN: 9781641596541	Online student & teacher accounts, teacher resource book, classroom textbook set	x	x		160/5	$59.98/0	$31,992.00
EntreCulturas Level 3 *(6 years)*	Ann Mar, Robert L Davis, George Watson-Lopez, Maritza Sloa cn	Wayside Publishing	Student ISBN: 9781641595049 Teacher ISBN: 9781641596633	Online student & teacher accounts, teacher resource book,	x	x		160/5	$59.98/0	$31,992.00

				classroom textbook set						
EntreCulturas Level 4 *(6 years)*	Ann Mar, Robert L Davis, George Watson-Lopez, Maritza Sloan	Wayside Publishing	Student ISBN: 97816451596336 Teacher ISBN: 9781641595087	Online student & teacher accounts, teacher resource book, classroom textbook set	x	x		90/5	$57.31/0	$17,275.50
Triangulo Apreciado AP *(6 years)*			Student ISBN: 9781944876746 Teacher ISBN: 9781641590136	Online student & teacher accounts, teacher resource book, classroom textbook set	x	x		80/2	$162/0	$11,544.50

SHEBOYGAN AREA
SCHOOL DISTRICT

Spanish Curriculum Adoption Proposal

Board of Education Presentation

EntreCulturas- Timeline

- **2023-2024: Reflection & Evaluation**
  - Revisited ACTFL World Readiness Standards for Learning Languages
  - Evaluated assessment practices
  - Identified instructional practices
  - Extended Senderos adoption for two years
- **2024-2025: Selection**
  - Resource review by entire Spanish Department
  - Selected EntreCulturas and Triángulo Apreciado from a variety of curricular options

EntreCulturas- Timeline

- **2025-2026: Implementation Support** (pending board approval)
  - Provide initial training in July
  - Implementation collaboration on professional development days
  - Support from Department Leader & administrator

EntreCulturas- Overview

- **EntreCulturas Curriculum**
  - Content suits course description, fits curriculum scope and sequence, is compatible with SASD, State and ACTFL (American Council on the Teaching of Foreign Languages) standards and performance indicators
  - Authenticity of the text is accurate, research based and has upgrades and enhancements available, contains modern language learning features that provide equitable access to heritage/native speakers as well as the novice learner. Online platform has immediate feedback available as well as programming to aid in pronunciation as well as accuracy of language creation.
  - Readability of the text provides appropriate conceptual depth and frequency for students, good study aids including key vocabulary, study questions, summaries and visual aids. Digital access enhances this access.
  - Teacher materials have a complete explanation of objectives, strategies and activities and are compatible with the computer system used at SASD.

EntreCulturas- Strengths

- **District Lens**
  - This program will ensure consistency across our district, support our collaboration and professional development efforts, and gives teachers effective tools for language instruction.

- **Kelly Blum-District World Languages Coordinator**
  - As educators committed to preparing students for a globalized world, we strongly endorse the adoption of the *EntreCulturas* Spanish curriculum for grades 8–12 in the Sheboygan Area School District. *EntreCulturas*, developed by Wayside Publishing, represents a modern, research-based approach to language instruction that aligns with the World-Readiness Standards for Learning Languages and ACTFL Performance Descriptors. Its unique focus on intercultural competence, authentic communication, and proficiency-based learning makes it an ideal fit for our district's vision of equitable and rigorous world language education.

- **Ryan LaCrosse- Spanish teacher at North High, Department Leader**
  - I have looked into the curriculum and scope and sequence of this series. The concept of how this book breaks down the content into smaller more manageable chunks of information is the major focus of making the language more accessible to students. This accessibility will provide students with a rigorous curriculum that will allow them to gain better language skills as well as provide the grammar and vocabulary that would be needed for the collegiate level as well. Many other series force a lot of information in the early levels and then incorporate a review in later classes but this series slows down the content to allow for greater mastery and then builds and spirals the information much more than others. Based on current best practices in language acquisition, this method should prove more effective for students.

Recommendation

Based on the comprehensive analysis of quality, alignment, and cost factors, **we recommend adopting EntreCulturas and Triángulo Apreciado for a six-year license as the core Spanish curriculum for 8th through 12th grade.** The program offers:

1. Authentic cultural materials
2. Practice opportunities with or without feedback
3. Real-life scenarios to develop speaking skills
4. Collaboration and interaction
5. Reasonable cost structure compared to alternatives

This adoption will position our district to meet the ACTFL World Readiness Standards while providing teachers with high-quality instructional resources that support language learning.

Questions