



Westminster School District

2026-27 • ONE DISTRICT • ONE TEAM

Curriculum Council

Westminster School District.

One District. One Team.

● SEPTEMBER 28, 2026



MEETING NORMS



Remain Positive



Take time to celebrate successes!



Respect the time we have together

2



Focus on the topic



Be respectful & actively listen



Be fully engaged!



One District. One Team.

The theme lives in one of our six values.

CONNECT

We engage across diverse communities by advancing educational opportunities to ensure student success.



One District.

One line on what this means for our work this year.



One Team.

One line on what this means for our work this year.



One Purpose.

One line on what this means for our work this year.

AGENDA

What we will cover today.

Welcome & Purpose	Dr. Kara Heinrich
Strategic Plan Alignment <i>Tier 1 Instruction with Differentiation</i>	Dr. Kara Heinrich
Math Curriculum	Michelle Scheiber & Laura Urquhart
CHYA Updates	Michelle Scheiber
26-27 Priorities Analysis & Recommendations	Dr. Kara Heinrich
Closing	Dr. Kara Heinrich



Purpose and Expectations

An advisory council of teachers, administrators, counselors, and support staff who weigh in on curriculum decisions across WSD.

OUR ROLE

- Not a decision-making committee
- Recommends actions to the Superintendent and Board after researching each issue
- Weighs each issue's likely impact on student achievement

OUR GOAL

“The highest possible level of quality education for every WSD student.”

One District. One Team.

Today's Outcomes

01	Reconnect to Our Purpose
02	Understanding Our Year 3 Focus
03	Discover updates in CHYA- California Healthy Youth Act legislation
04	Explore the Math Instructional Shift
05	Review 2026-2027 Curriculum Priorities
06	Shape our Work for the Year



01

Strategic Plan Alignment

01 Year 4 Focus



2025–26 Recap

September 29, 2025

- Purpose
- Strategic Plan and Alignment
- Priorities Analysis & Recommendations

November 3, 2025

- RTI Updates – WIN & FLEX
- ELD Assessments
- 25-26 “Christmas Tree” – Part 1
- RTI Teacher

December 8, 2025

- Supplemental Technology – Apps
- 25-26 “Christmas Tree” – Part 2

January 12, 2026

- “Christmas Tree” Focus Groups

March 9, 2026

- Math Adoption
- Pear Assessment
- Instructional Calendar & Pacing
- Matrix Morph

May 4, 2026

- Professional Development
- Matrix Morph
- Supplemental Technology – Apps

June 1, 2026

- Learner Profile
- 26-27 Priorities



FOCUS AREA 1.0

Academic Achievement & Continuous Innovation

1.2

Provide **timely and effective differentiated instructional practices** that monitor progress, inform teaching practices, and ensure student growth.

1.3

Collaborate as a **Professional Learning Community** to determine guaranteed viable curriculum, create common assessments, analyze results, and **share and adjust instructional practices**.

1.5

Deliver intentional **targeted Multi-Tiered Systems of Support and interventions** for all students to close the achievement gap through **evidence-based instructional strategies** and **differentiated instruction**.

Tier 1 Instruction & Differentiation

Focus Area 1.0 — Academic Achievement & Continuous Innovation



PROBLEM OF PRACTICE

Keeping Grade-Level Learning at the Center

ESSENTIAL QUESTION

How can teachers leverage Tier 1 grade-level instruction while systematically embedding flexible, differentiated structures that address the varying readiness levels of students within the same classroom?

02

Math Curriculum

02 Illustrative Mathematics (IM)



≡ Same Goal, Different Approach ≡

1 Form Your Group

Get into groups of 4 people.



2 Assign Roles

Each group needs:



One person to time the activity.



One person to record the time and what change was made.

3 Round 1

Everyone stands in a circle and passes the ball around hand to hand as quickly as possible.



4 Subsequent Rounds

Make changes as a group to come up with a faster time. You can vary the rules, positions, or strategies.



Power of Differentiation

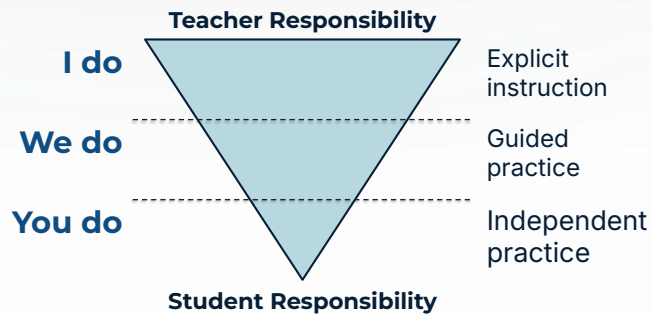
Explore the power of differentiation—recognizing that just as students need **different pathways** and supports **within Tier 1 instruction**, teachers need **different types of support** to grow, learn, and **successfully implement** new practices.

Same goal. Different needs. Different pathways.

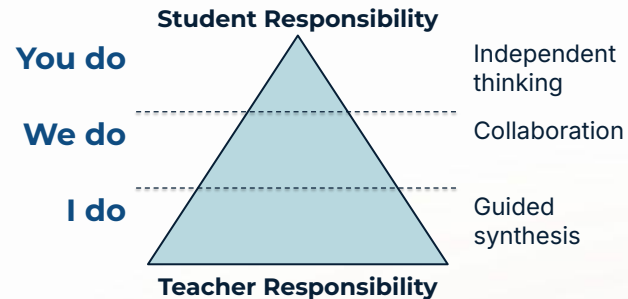


Instructional Shifts

Gradual Release Model



Problem-Based



Effective Math Teaching Practices

Elicit and use evidence of student thinking.

Implement tasks that promote reasoning and problem solving.

Facilitate meaningful math discourse.

Pose purposeful questions.

Establish mathematics goals to focus learning.

Use and connect mathematical representations.

Build procedural fluency from conceptual understanding.

Support productive struggle in learning mathematics.

Principles to Actions: Ensuring Mathematical Success for All. (2014). Reston, VA: NCTM, National Council of Teachers of Mathematics.

Open Ended Tasks (Warm-Ups)

“Low floor – high ceiling tasks”

All students can get started mathematically

Students can bring their own mathematical ideas to the task

Students have the opportunity to stretch their mathematical ideas

The teacher has the opportunity to learn more about students' mathematical ideas

The mathematics is relevant for students and in line with goals/standards



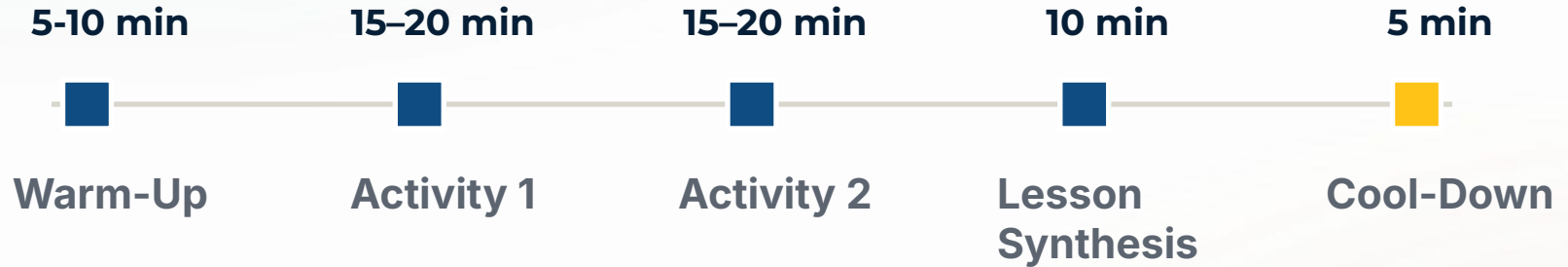
Reference: Open Tasks Overview



Westminster School District

The Four Phases of an IM Lesson

Lesson synthesis – do not skip it!



Imagine IM Warm Up Activities

Act It Out (Kindergarten)

Choral Counting (K–4)

Estimation Exploration (K–5)

How Many Do You See? (K–5)

Notice & Wonder (K–8)

Number Talks (K–8)

Questions About Us
(Kindergarten)

True or False (1st–5th)

What Do You Know About? (K–5)

Which Three Go Together? (K–8)

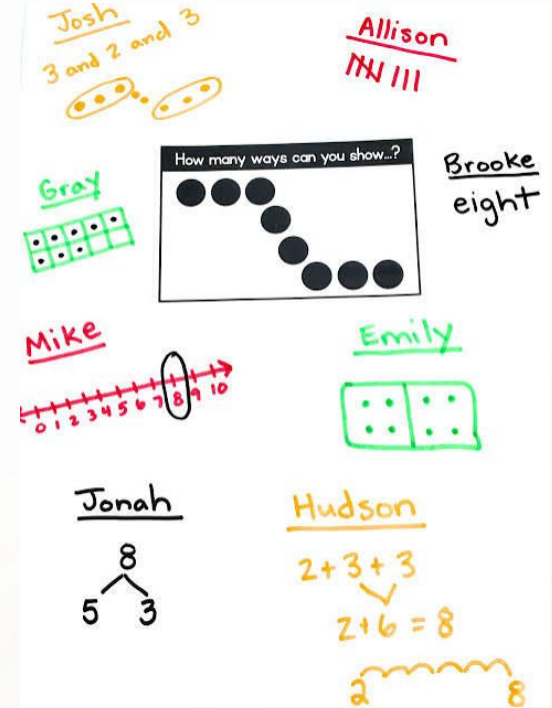
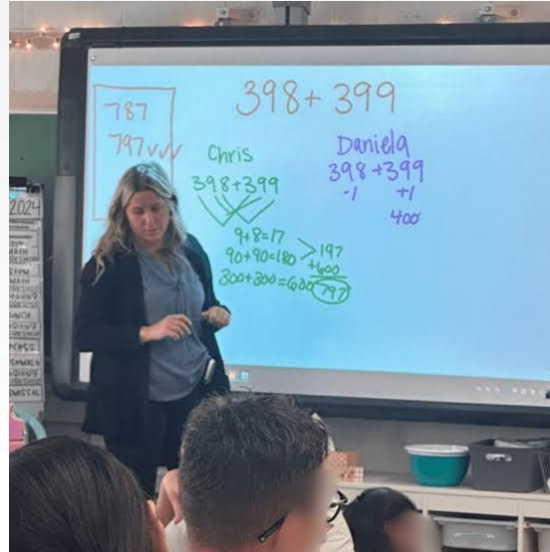
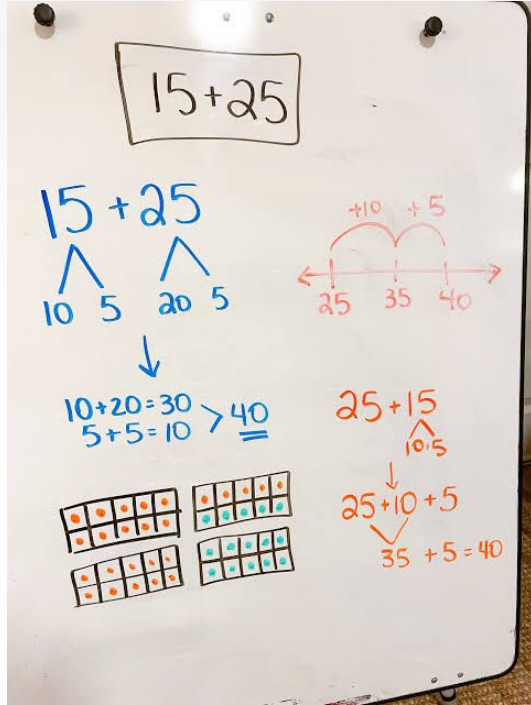
Three Reads (6–8)

Poll the Class (6–8)

Take Turns (6–8)



Number/Math Talk





Math Professional Learning Timeline

SUPPORTING SUCCESS WITH ILLUSTRATIVE MATHEMATICS



Learn.
Implement.
Support.
Together.



Math in Action: Watch for upcoming opportunities to observe math demonstration lessons in action.



What Do Teachers Need Next?



NOTICE

What are teachers experiencing as they implement Illustrative Mathematics (IM)? Consider successes, challenges, questions.

NAME

What areas of professional learning or support might help teachers feel more confident and successful?

ASK

What survey questions could we ask teachers to determine what support they actually need?



03

CHYA

California Healthy Youth Act

03 Updates



CHYA- California Sexual Health Education

Comprehensive Sexual Health Education

AND HIV Prevention Education **are mandated**

for pupils in grades seven through twelfth
grade

Instruction shall be taught at least once in
middle school and at least once in high school



Updates

EC Section 51931

(b) "Comprehensive sexual health education"

means education regarding human development and sexuality, including education on **menstrual health**, pregnancy, contraception, and sexuality transmitted infections.

(Amended by Stats. 2024, Ch. 706, Sec. 2. (AB 2229) Effective January 1, 2025)

EC Section 51934

(11) **Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof, and information about the resources available to pupils related to adolescent relationship abuse and intimate partner violence, including the National Domestic Violence Hotline and local domestic violence hotlines that provide confidential support services for pupils that have experienced domestic violence or stalking and are available by telephone 24 hours a day.**

(Amended by Stats. 2024, Ch. 695, Sec. 1. (AB 2053) Effective January 1, 2025.)

TODAY'S OUTCOME

Our Priorities for the Year

To be completed together during today's session.

- 1 English Learner Reclassification (with a focus on LTEL's)
- 2 Educational Technology Applications- Core and Supplemental- Standard for WSD
- 3 Writing Benchmarks
- 4
- 5



The background of the slide is a photograph of a school building with a brick facade and large windows. The image is covered with a semi-transparent blue overlay. The text '04' is in a large, bold, yellow font. The text 'Priorities Analysis & Recommendations' is in a large, bold, white font. The Westminister School District logo is in the bottom left corner, and the slogan 'ONE DISTRICT • ONE TEAM.' is in the bottom right corner. The page number '26' is in the bottom right corner.

04

Priorities Analysis & Recommendations



TODAY'S ACTIVITY

Setting Our Priorities

A 1-2-4-All process: think alone, pair up, merge into fours, then share out as a group.

OUR PROCESS

- **Silent read & personal picks** — 2 min
- **Pair up** — 4 min
- **Merge into fours** — 5 min
- **Popcorn share-out** — 3 min
- **Facilitator closes** — 1 min

15 min

*Shared, ranked list of
priorities.*



04 Closing

05

