

**SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING
AGENDA**

Google Meet joining info

Video call link: <https://meet.google.com/neh-tiyy-hce>

Or dial: (US) +1 304-508-3559 PIN: 745 084 494#

Date: February 15, 2023

Time: 4:00 p.m.

Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)

Board Committee Members: Hollman (C), Riske, and Fietzer

In Attendance:

Timer: _____

Recorder: _____

1. Consider Endorsing the University of Florida University (UFLI) Literacy-Intervention Foundations for Grades K-5 as Presented (Information / Action)
2. Consider Endorsing Course of Study Guide Social Studies Correction (page 23) as Presented (Information / Action)
3. Consider Endorsing Youth Risk Behavior Survey for Administration to Grades 6 to 12 as Presented (Information / Action)
4. Consider Endorsing the Inspire Waupaca County Program to Xello at an Annual Fee of \$2,000 per Year. [Inspire Wisconsin - Waupaca County Connects](#) (Information / Action)
5. Continue Review of Curriculum Timelines and Processes (Information / Action)
6. Discuss High School Physical Education Credits (Information / Action)
7. Next Meeting Date _____
8. Next Meeting Items:
 - a. K-5 Reading Resource Proposal
 - b. K-12 Science and Social Studies Resource Proposal
 - c. Financial Literacy K-12 Scope and Sequence; Revised Content Curriculum Maps with Financial Literacy References
9. Adjourn



Students choosing to excel; realizing their strengths.

Feb 9, 2023

To: Dr. Melanie Oppor, Curriculum Committee

Fr: Michelle Johnson and Danni Brauer

Date: 2/9/2023

Re: UFLI Early Literacy Foundation and K-5 Literacy Intervention

The purpose of this memo is a proposal to approve UFLI, University of Florida Literacy Institute, as an extensively rigorous and robust literacy resource/intervention for grades K-5. It is an explicit and systematic resource that surfaced through the rejuvenated movement of the Science of Reading. This resource works in conjunction with our currently BOE approved literacy resource Really Great Reading as well as can be utilized as an intensive, targeted intervention. When sharing with MES teams, teachers are excited by the opportunity to extend how we build solid foundational skills through phonics and early literacy skill development. Some of the many highlights of UFLI include:

- ★ Provides easy to follow and free online access to lessons and eight step routine
- ★ Targeted, explicit instruction includes:
 - Phoneme blending and segmentation practice
 - Accuracy and automaticity of grapheme-phoneme correspondences
 - Decoding automaticity of words with previously learned concepts
 - Explicit introduction of new concepts
 - Decoding and encoding practice
 - Reading and spelling irregular words
 - Reading and spelling connected text
- ★ Educative literacy resource (as teachers utilize it, they, too, expand their knowledge base on literacy foundational skills)

A quote from the initial projected research:

"There will be an official report with all of this information coming soon! In the meantime, I can tell you that UFLI is both research-based and evidence-based. Dr. Lane reviews this

evidence at the beginning of the webinar I am linking below for you. I am also including an excerpt from the report that will soon be published 😊

""Our 2021-22 district-wide pilot study was designed to meet established standards for high-quality research, including the What Works Clearinghouse (WWC) evidence standards with reservations. As such, this study is consistent with the Every Student Succeeds Act (ESSA) guidance for Tier 2 Moderate Evidence (US Department of Education, 2016), which is defined as a study that (a) meets WWC Standards with reservations under version 2.1 or later, (b) statistically significant positive effect, (c) at least 350 students, and (d) at least two educational sites. We used a quasi-experimental design (QED) with pre-post tests and baseline equivalence. The comparison group, which received business-as-usual (BAU) instruction, was created using students in the same grade-levels during the prior year. We used the pretest scores and demographic variables for propensity score matching of students in the UFLI condition to students in the control condition, resulting in a sample of 1,084 kindergarten students and 586 1st grade students. Based on posttest scores, the students receiving UFLI Foundations performed much higher at posttest than students in the control condition. The effect size, controlling for pretest, was $g = 1.20$ for kindergarten students and $g = 1.42$ for 1st grade when using the pretest standard deviation in the effect size calculation. When adjusting for student characteristics, the effect size increased to $g = 1.44$ for kindergarten and $g = 2.04$ for 1st grade.""

<https://www.youtube.com/watch?v=ZJnXF0tsvZc&t=3527s>"

As the committee and BOE learns more about this resource prior to considering for approval, please review the free online overview and tools at the following link:

<https://ufli.education.ufl.edu/foundations/toolbox/>

Additionally, the cost per educational manual that accompanies the free tools are \$90.00 each.



Developed for teachers, by teachers, with teachers

What is UFLI Foundations?

UFLI Foundations is an **explicit** and **systematic** program created by the team at the University of Florida Literacy Institute (UFLI—pronounced “you fly”). The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

How does it work?

UFLI Foundations provides teachers with detailed but easy to follow lesson plans that follow this eight-step routine:

1. Phonemic Awareness
2. Visual Drill
3. Auditory Drill
4. Blending Drill
5. New Concept
6. Word Work
7. Irregular Words
8. Connected Text

Steps 1 through 4 serve as a warm-up and review of previously taught concepts. Step 5 is an explicit introduction to a new concept, including guided practice reading and spelling words. Steps 6 through 8 are opportunities to apply concepts through reading and writing activities at the word and text level.

What specific skills are targeted in the program?

UFLI Foundations targets the following foundational reading skills:

- Phoneme blending and segmentation practice
- Accuracy and automaticity of grapheme-phoneme correspondences
- Decoding automaticity of words with previously learned concepts
- Explicit introduction of new concepts
- Decoding and encoding practice
- Reading and spelling irregular words
- Reading and spelling connected text

What is special about UFLI Foundations?

UFLI Foundations strikes the perfect balance between structure and responsiveness to students' needs. The program features ample opportunities for students to practice, along with built-in gradual release. It provides teachers with detailed lesson plans, an instructional slide deck to accompany each lesson, and downloadable materials for homework or center activities.

UFLI Foundations is an example of an educative curriculum. This means that simply using the materials and lesson structure will add to your professional knowledge and skills in key areas:

- The process of reading acquisition
- Key linguistic elements necessary for reading
- Evidence-based instructional methods that promote reading proficiency

Another key component that sets UFLI Foundations apart is the professional development available to prepare teachers to implement the lessons. You may choose to take advantage of webinars, videos of lesson components being taught, and other online resources that will help you make the most of UFLI Foundations.



Is UFLI Foundations aligned with the science of reading?

If you are familiar with the science of reading, you may have heard of the “simple view of reading,” (Gough & Tunmer, 1986) which states that reading comprehension is the product of decoding and linguistic comprehension. This concept can be visualized as a mathematical formula:

$$\mathbf{D} \times \mathbf{LC} = \mathbf{RC}$$

Decoding Linguistic Comprehension Reading Comprehension

If either decoding or linguistic comprehension is weak, the effect is multiplied. That is, you can never have better reading comprehension than the level of development of either your decoding or linguistic comprehension skills.

With this in mind, UFLI Foundations addresses the “D” part of the equation: decoding. In many instances, students fail assessments of reading comprehension not because they cannot synthesize complex ideas presented in text, but because they do not have access to such ideas because they cannot decode the text. Ensuring students can fluently decode text affords them the opportunity to apply and refine their linguistic comprehension skills, construct meaning from text, and more accurately demonstrate their understanding on assessments.

Is UFLI Foundations research-based? Is UFLI Foundations evidence-based?

UFLI Foundations is research-based. This means it was developed to align with what decades of reading research has shown to be effective. We incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words.

UFLI Foundations is also evidence-based. Before releasing the program, we spent two full years developing and piloting each component. We observed lessons, and we got feedback from teachers who were using the program. Most importantly, we assessed student progress, and we found that students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.

What do you mean by “for teachers, by teachers, with teachers”?

For teachers...

For years, the most urgent and persistent request we heard from the teachers we work with was for a more effective and more easily implemented program for foundational skills instruction. While most language arts standards include learning targets for foundational reading skills for kindergarten through second grade, they are not detailed enough to build a day-by-day sequence of instruction. While most schools have an abundance of resources in the form of book rooms, basal readers, and a variety of intervention program kits, there is typically insufficient guidance for how, when, and with whom to use these materials.

In response to this persistent need, our team developed UFLI Foundations, a program that includes the necessary professional learning, resources, and scaffolding for teachers to deliver high-quality instruction in foundational reading skills.

This is how UFLI Foundations was born.

By teachers...

Every member of the UFLI team began their journey as a classroom teacher. It was their passion for teaching and expertise in reading instruction that led them to become part of Team UFLI, where they provide professional development for educators throughout the country and across the globe. UFLI faculty and staff also conduct research on effective literacy instruction and intervention and use this research to inform their work with teachers. With this collective wealth of experience and knowledge, UFLI is well-positioned to translate research into practice, never forgetting what it was like to be in the classroom searching for the best resources to help their students.

With teachers...

In the two years we have been piloting UFLI Foundations, our team has actively sought feedback from the teachers who were using it in their classrooms. Their response was overwhelmingly positive, but they did give us some valuable insights that helped us hone the program and make it even more effective and efficient to implement.

We listened.

Some features of UFLI Foundations that we have incorporated based on teacher feedback include:

- Concept-based spelling assessments for progress monitoring
- Weekly home support resources
- Pre-planned word chains for the Blending Drill
- Observation forms for instructional coaches

UFLI Foundations would not exist without the involvement and input from the teachers in our pilot schools!

What are people saying about UFLI Foundations?

"It has been so impactful to see what my students have achieved this year in their decoding and phonemic awareness. My kindergarteners now are more proficient in blending and reading than my first graders were last year."

Kindergarten teacher, 4 years of experience

"This curriculum picks out the best of all the other curricula we've had."

Kindergarten teacher, 28 years of experience

"I feel very validated. I knew this was best practice. I knew this was what we were missing."

Second grade teacher, 17 years of experience

"The rhythm, the pacing - my kids enjoy it. I don't have any issues keeping them motivated."

Interventionist, 32 years of experience

"I like the flow of the lessons. It was systematic and easy to follow"

Second grade teacher, 25 years of experience

"I know by following the lesson I'm hitting everything I need to teach."

First grade teacher, 6 years of experience

"These lessons and word lists have saved me so much planning time."

First grade teacher, 17 years of experience

"I have really enjoyed using UFLI this year and am in awe of what my kindergarteners are reading. It has been so helpful having a scope and sequence that makes sense and builds on itself. The slides make implementation very straightforward from the teacher side, and my students appreciate the consistency. I am so thankful to get be using this curriculum with my kindergarteners."

Kindergarten teacher, 4 years of experience

"UFLI has been so amazing for my kids!! They have a deep understanding of the material and are able to decode words with taught skills... I am teaching a support facilitation class this year, and the interleaved practice that UFLI provides has been so helpful for my class."

First grade support facilitation teacher, 5 years of experience

"It has been very helpful implementing the UFLI program. The program has taught me a lot about teaching phonics."

First grade teacher, 5 years of experience

"UFLI Foundations is the best part of my day."

First grade student



For more information about UFLI Foundations...

Visit our web site: ufliteracy.org

Email us: UFLIFoundations@coe.ufl.edu

Social Studies – 3 Credits

The social studies curriculum strives to prepare young people to be humane, rational, participating citizens in an ever-changing world by understanding their historical roots and how past events shape their world today. Reconstructing and interpreting historical events provide needed perspective in addressing the past, the present, and the future.

Recommended Sequence of Available Social Studies Courses				
Laude Points	Grade 9	Grade 10	Grade 11	Grade 12
None	U.S. History	World History	Government (Req.)	
None			Global Studies (Req.)	
None			Sociology (or)	Sociology
0.5		(Economics - 10th Grade upon teacher approval)	Economics (or)	Economics
1.5			A.P. Psychology (or)	A.P. Psychology
1.5			A.P. U.S. History	A.P. U.S. History

Course Descriptions

U.S. History– U.S. History is a survey class of the American experience in all of its dimensions. The American experience is one of the most unique chapters in human history. Democratic republic, internal expansion, race relations, free enterprise economy, rise to superpower status and our role in the post-Cold War world will be discussed during the full year. The class will be taught using a mix of chronological and thematic approaches for a better understanding of our history. We live in a country with a rich history that shapes the American experience we share today and will share in the future.

1 Credit Grade: 9 Prerequisite: None

World History – World History is concerned with the development of past civilizations, centering on Mesopotamian, Egyptian, Greek, Roman and the European Middle Ages, with an emphasis on their cultural development and contributions to present civilization. Linking the present to the past is an important aspect of the course as students learn to relate history to present events and developments. The course relies heavily on the study of primary and secondary sources.

1 Credit Grade: 10 Prerequisite: US History

A.P. U.S. History - 1.5 Laude Points - The AP program in US History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with US History events and issues. AP US History prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. U.S. History test. The A.P. test is offered at Little Wolf High School. Cost is approximately \$93.00. Note: 10th grade upon teacher approval.

1 Credit **Grades: 11-12** **Prerequisite: U.S. History**
(Recommend grade of B or better)

Global Studies – (Required) Students may take this course their 11th or 12th grade years. This course will focus on studying the culture of various regions around the world and the global connections of those cultural regions to our own and others around the world. The objectives and learning targets of this course will address two standards of the National Council for Social Studies Curriculum.

0.5 Credit **Grades: 11-12** **Prerequisite: None**

Government – (Required) This portion of the course provides the student an opportunity to acquire detailed knowledge of the Constitutional Republic form of government practiced in the United States. The overall objective of this course is to prepare students for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms our Constitution guarantees us. It will also provide students with a broad overview of modern forms of government, present in today's global community. Finally, it will allow students to investigate and possibly participate in service-learning opportunities for hands on experience of their civic responsibilities. **NOTE:** All students in this class will take the WI Civics Exam. Required by the WI state statute to graduate, it states any students graduating from a WI high school "takes a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and the pupil correctly answers at least 65 of those questions" (Wis. Stat. sec. 118.33(1m)(a)1, Section 3266R).

0.5 Credit **Grades: 11-12** **Prerequisite: None**



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Dr. Abe El Manssouri
Date: 02/13/2023
Re: Youth Risk Behavior Survey (YRBS) Plan

Survey Link Date 2023-04-03 The date Dr. El Manssouri receives the survey link.

Survey Start Date 2023-04-15 The first date of the survey window. (All students in the school will take the survey on the same date identified by Dr. El Manssouri.)

Survey End Date 2023-04-30 The final date of the survey window.

Consent Letters mailing date: As soon as the Board approves the survey.

Description: The Youth Behavioral Risk Survey is a survey endorsed by the Department of Public Instruction. The survey asks about the health behaviors of 6th through 12th-grade students. The survey asks about behaviors that keep students healthy, as well as behaviors that result in unintentional and intentional injuries, tobacco use, and alcohol and other drug use. It will also ask about bullying, sexual risk behaviors, stress and anxiety, self-harm, dietary behavior, and physical activity. It also focuses on positive things like strong connections to the school and to other people.

Parents Consent: According to the School District of Manawa Policy Manual PO 2416: “The District shall provide to the parent/guardian of each affected student, or to the adult or emancipated student, advance notice of the District’s intent to engage any of the following activities (including notice of the scheduled or approximate date of the activity), and the parent/guardian/adult student shall have, at a minimum, the right to opt out of participation in each such activity:...3. Any survey that contains or reveals information concerning any of the following must be reviewed and approved by the Board at least two months prior to administration:

- political affiliations or beliefs of the student or the student’s parent/guardian;
- mental or psychological problems of the student or the student’s family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating or demeaning behavior;

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Phone: (920) 596-2524
Fax: (920) 596-2655

Manawa Elementary

800 Beech Street
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Phone: (920) 596-2238
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- critical appraisals of other individuals with whom students have close family relationships;
- legally recognized privileged or analogous relationships such as those of lawyers, physicals and ministers;
- religious practices, affiliations or beliefs of the student or student's parent/guardian; or
- income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.”

A parent consent letter that provides information about the survey will be mailed to parents after the survey is Board approved. The letter includes a link that can be followed, and parents can access the questions and review them prior to approving their kids to take the survey. The letter also asks parents to give active consent about their child's participation in this survey. Parents will have up to April 17, 2023 to return the letter back to the front office. This will give parents ample time to consider their kids' participation in the survey. The letter also includes a link so that parents can preview all the questions in the survey before deciding whether to grant permission.

The survey will be taken during the 4th period to avoid times of high absence rates, such as the beginning or the end of the day. Other students who do not have permission to take the survey will be directed to work individually on an alternative lesson around healthy life choices. All students will be working individually and quietly on their Chromebook. Teachers will provide students with links that take them directly to either the survey or the alternative Newela lesson, depending

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ACTIVE PARENTAL PERMISSION FORM

The School District of Manawa is taking part in the Youth Risk Behavior Survey sponsored by the Department of Public Instruction. The survey will ask about health behaviors that keep young people healthy, as well as behaviors that result in unintentional and intentional injuries, tobacco use, and alcohol and other drug use. It will also ask about bullying, sexual risk behaviors, online risk behaviors, stress and anxiety, self-harm, dietary behavior and physical activity. It also focuses on positive things like strong connections to the school and to other people.

Students will be asked to fill out an anonymous, online questionnaire that takes about 25-35 minutes to complete. They will take the survey during regular class time. The link below takes you to the DPI website where you will be able to review the questionnaire. Survey link:

https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/FINAL_2023WIH_Questionnaire.pdf

Completing this anonymous survey will cause little or no risk to your child. The only potential risk is that some students might find certain questions to be sensitive. The survey has been designed to protect your child's privacy. Students will not put their names on the survey and it does not ask for student IDs or any other individual identifiers. The classroom setting will be set up like a test so that students' answers remain private. The school will not have access to individual students' answers. Your child will get no benefit right away from taking part in the survey. However, the results of this survey do help students by providing schools and the community with information that is used to improve health and safety programs. We would like all selected students to take part in the survey, **but the survey is voluntary**. No action will be taken against you, or your child, if your child does not take part. Students can skip any question that they do not wish to answer. In addition, students may stop participating in the survey at any point without penalty. If you have questions about the survey, you may ask your child's teacher or school counselor. If they cannot answer your questions, they can direct you to the proper person at the Department of Public Instruction.

Please read the section below. **Please check the appropriate box below, sign and date the form and return the form to the school no later than April 17, 2023.** Thank you.

Child's name: _____ Grade: _____

I have read this form and know what the survey is about.

YES, I give permission for my child to take part in this survey.

NO, I do NOT give permission for my child to take part in this survey.

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Parent's signature: _____ Date: _____

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To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Dr. Abe El Manssouri
Date: 02/10/20223
Re: Inspire Implementation

Academic and Career Planning (ACP)/Inspire

- Inspire is an add-on set of features of the college and career readiness platform Xello, that a school district can subscribe to at an additional charge of \$2000 per year. The first year would cost \$1,700 after applying a first-year discount of 15%. The business portion will be added to Xello, which will add more business learning opportunities for the students.
- Inspire directly connects students and educators to local and regional employers. The features in Inspire enable students and educators to view profiles of local businesses that have partnered with the district and to search for work-based learning opportunities such as job shadows, internships, informational interviews, etc. This can be a beneficial resource, particularly for our junior and senior students.
- The following features have been listed by Xello as add-ons with Inspire:
 - Coordination of guest speakers for classroom presentations related to the curriculum concepts
 - Coordination of company tours tied to curriculum concepts
 - Virtual live career experience opportunities and access to an archived library of presentations to assist with highlighting careers during various curriculum topics
 - Provide opportunities for students to dive deeper into potential careers tied to the content through virtual career experiences or in-person connection opportunities





- As planned, we are focusing on ACP and re-launching Xello in grades 6-12 in semester 2 during homeroom time. Xello has been used in the first semester by some teachers, but not at its full capacity. The homeroom teachers who will monitor Xello can also act as facilitators for Inspire since the lessons are offered online and are easily accessible.
- Beth Nash, from the Waupaca Area Chamber of Commerce, oversees the program and stated that she can allocate days to come into the building and oversee the implementation of the program and connect with students and staff directly.
- The Youth Apprenticeship (YA) program that we have at LWHS can also benefit from Inspire and help connect our students with more local businesses as potential employers.
- Inspire is connected with employers and businesses that exist in Waupaca County and statewide.
- The school counselor can work collaboratively with Beth Nash from the Chamber of Commerce Jamie Brown (CESA 6), and be the lead facilitator of the Inspire part of Xello, and collaborate with the students and homeroom teachers as needed.
- The school will need to decide about the transportation costs that are associated with the field trips in this program.

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