RE: SUMMER CURRICULUM PROJECTS

Summer curriculum projects enable faculty to develop, modify, adapt, and improve instruction and curriculum. These revisions to the curriculum are often in response to changes in National Standards, State Standards, available technology, and District 211 course offerings. Although instructional and curricular revision occurs throughout the school year, summer projects allow District teachers to maintain current and dynamic courses. Additionally, data gathered through formative and summative assessments are analyzed at the end of the school year and incorporated into curricular revisions made during the summer meetings. All of the recommended projects reflect the District goal of accelerating student achievement. Furthermore, most of the recommended projects recognize the consideration of student achievement relative to the critical learning standards which clearly define what students need to know and be able to do in each course. To ensure that students have learned what is intended for them to learn, formative and summative assessments are being developed for each critical learning standard to provide data on how students are progressing in achieving the standards. The increased focus on the design of formative and summative assessments aligned to critical learning standards is a direct result of the work by professional learning community teams to collect and analyze student performance data to improve classroom instruction to accelerate student learning.

Proposed projects related to academic departments are presented to and reviewed by members of the respective Curriculum Committee during the spring meetings. Similarly, products such as objectives, instructional materials, and assessments from summer projects are reviewed and discussed during the fall session of the appropriate Curriculum Committee. Completed projects are submitted for review to the Assistant Superintendent for Instruction prior to project payment. All assessments and instructional materials will be provided to faculty district-wide through the use of the shared drive.

The total cost of summer curriculum projects varies annually based on the work proposed, the need to complete that work in the summer, and the availability of funds. This year, recommended projects are proposed at a total expenditure of $74,875. The summer curriculum pay rate is $25 per hour. Subject to funding levels and approval of our FY12 Title I and II Grant applications, it is anticipated that all of the recommended funding would be financed through grant sources.

The following specific proposals are being recommended:
**Applied Technology - $1,250**
Six teachers will revise critical learning standards and develop formative and summative assessments for T134 Engine and Power Technology to reflect changes in industry standards as prescribed by the National Automotive Technicians Education Foundation (NATEF).

**Art - $2,500**
Five teachers will work to align course critical learning standards with the district art assessment rubric for all digital art courses:
- A257 Digital Media
- A233/234 Graphic Design
- A263 Video Animation and Interactive Media
- A255/355 Photography

**Business Education - $4,500**
Five teachers will develop formative and summative assessments for B284 Entrepreneurship which will be offered for the first time in the 2012-2013 school year.

Four teachers will develop a district summative assessment, create common formative assessments, and share instructional strategies for B232 Emerging Technologies.

Five teachers will develop assessments to align the revised critical learning standards in B386 Accounting.

**Driver Education - $750**
Five teachers will develop the instructional plan to incorporate Alive at 25 lessons into the curriculum for the driver education courses.

**English - $9,000**
Twenty-five teachers will develop common formative and summative assessments for core English classes. The assessments will help teachers monitor students’ progress in achieving the critical learning standards and will help them in designing specific instruction and interventions to address students’ gaps in learning.

**Family and Consumer Sciences - $3,500**
Seven teachers will design instructional materials, and formative and summative assessments for H276/277 Fashion which will be offered as a dual credit course with Harper Community College in 2012-2013.

Five teachers will develop summative assessments for H275 Fashion and Retail Merchandising in preparation of offering the course for dual credit with Harper Community College in 2012-2013.
Mathematics - $13,250
Six teachers will design instructional materials and formative and summative assessments for M414 Trigonometry, Probability and Statistics which is being redesigned to provide students another opportunity to learn the skills and content necessary for entrance into a college-level, credit-bearing course.

Six teachers will develop a mathematics placement test for incoming freshmen. Appropriate student placement is especially important and the development of a placement test is a department priority to meet the requirements of common core state standards.

Twelve teachers will design instructional materials, and formative and summative assessments to prepare for dual credit alignment with Harper College in two credit bearing mathematics classes: College Algebra and Pre-Calculus. Teachers will align M308 Advanced Algebra II and M317 Algebra II to Harper’s College Algebra course and M408 Advanced Trigonometry and Pre-Calculus and M412 Trigonometry and Pre-Calculus to Harper’s Pre-Calculus course.

Music - $2,500
Five teachers will plan for the annual District Orchestra Retreat held at the University of Wisconsin in Whitewater. Teachers will evaluate participating students and select appropriate music. Evaluation, revision, and assessment of the chamber music unit for all curricular orchestras is shared among the five schools.

Science - $9,000
Twenty teachers will work to complete critical learning standard development and accompanying district summative assessments of those critical learning standards for the elective science courses. Instructional activities will also be designed to reinforce student learning for each critical learning standard needing further instruction.

Social Studies - $14,750
Five teachers will finish the district summative assessment and create formative assessments for G146 World History. Questions from assessments will be categorized by critical learning standards to identify areas of student weakness and assist in the development of instructional materials.

Five teachers will complete the development of critical learning standards and respective district summative assessments of the critical learning standards for G143 World Geography. The projects will provide geography teachers across the District a framework to analyze and compare student performance data and to discuss best practices in teaching the critical learning standards.

Six teachers involved in the District one-to-one technology pilot program will collaborate to create and prepare curriculum using technology. The goal of the project is to efficiently align activities, demonstrations, note-taking strategies, and formative assessments with critical learning standards.
Social Studies (con’t)
Five teachers will work to align activities, demonstrations, note-taking strategies, and formative assessments with College Board expectations for G379 Advanced Placement Psychology. The goal of the project is to develop a framework to strengthen students’ reading and writing skills throughout the curriculum for the course.

Five teachers will develop district formative and summative assessments for G216 Multi-Cultural Perspectives. The goal of the project is to develop valid project based assessments linked to targeted skills and content in the course.

Special Education - $750
All new co-teaching partners will receive training in co-teaching dynamics, best practices, and differentiated instruction. The goal of the training is to ensure that teachers new to co-teaching have the opportunity to learn best practices in the co-taught classroom.

World Language - $5,625
Six teachers will develop a district summative assessment to be used as the final exam in L466 Spanish 4 for dual credit with Harper’s Spanish 202 course. The dual credit opportunity will be available for the first time in 2012-2013.

Four teachers will develop formative assessments and curriculum for L352 Chinese Mandarin 3 which will be taught for the first time in 2012-2013. The goal of the project is to coordinate instruction and assessments to the level three critical learning standards.

The five department chairs will review student performance data from district and department assessments. This data will identify areas of needed instructional improvement and staff development, and direct development of additional instructional materials for other various language classes.

Ten teachers will work to align the critical learning standards of all level 1 and level 2 language classes and create district formative assessments. The goal of the project is to create more meaningful learning targets for level 1 and level 2 students.

One-to-One Initiative - $7,500
Ten staff members serving on the One-to-One Planning Committee will continue to coordinate the efforts of those teachers involved in the pilot program. The goal of the project is to prepare teachers involved in the one-to-one project for implementation in 2012-2013 to ensure the success of the program’s pilot program.

Suggested Motion:
That the Board of Education approve the summer curriculum projects at a cost not to exceed $74,875.

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Superintendent