Curriculum Committee Agenda

BlueSky Charter School Vision:

BlueSky is defining education for the 21st century by creating an individualized, dynamic education for all students. We are committed to empowering our community by facilitating relevant learning, skills, hopes and relationships.

BlueSky Charter School Mission:

Bringing quality online education and diverse learners together.

Curriculum Committee Primary Objective:

The primary objective of the Curriculum Development Committee is to review and recommend to the BlueSky Charter School Board of Directors on matters pertaining to the content of the academic program, course materials, and method of delivery. This includes, but is not limited to, the review and selection of curriculum and educational materials, review of all class syllabi, common course outlines and learning objectives for use in the program.

Curriculum Vision:

Through high quality curriculum and instructional practices BlueSky will do the following:

1. *Continue to implement and maintain standards-based and data-driven practices*
2. *Ensure MTSS resources are available to all staff and students*
3. *Foster academic and social emotional skills among students*
4. *Provide college and career readiness resources to support student learning and prepare students for post-high school opportunities*
5. *Empower teachers to tailor instruction that equitably meets the needs of a diverse student population that is inclusive of all students*
6. *Develop consistent course design and format that ensures content accessibility for all students; and*
7. *Offer both flexible and structured curricular options for students*

FY25 Annual Focus Areas:

1. MnMTSS Implementation
2. Academic engagement through evidence-based curriculum design and instructional practices
    a. Focus on the whole student experience (support student services)
3. Using AI and technology in the classroom

4. Use of data to drive instruction and support with the support of AI
    a. Analyze and use data to drive instructional decisions and outcomes
5. Training staff to proactively address accessibility needs

Curriculum Committee Agenda: November 7, 2024 @ 8:00 am		
Team Roles: Note Taker: Carla Anderson-Diekmann Time Keeper: Erin Winchell Facilitator: Heidi Kelbel		**Members Present: Amy Larsen,** Amee Wittbrodt, **Brenda Ritter, Carla Ahrenstorff, Carla A-D, Cathy Parker, Cayla Rother, Dan Ondich, Erin Winchell, Heidi Kelbel, Mandy Kasowicz, Michelle Wilkinson,** Sam Savoie, **Matthew Schempp,** Laura Welciek, **Kim Pike**
Headlines: 10 minutes (These are short announcements that do not need discussion. If discussion is needed, carry it down)	Read Act Update	Notes: ● 125 students identified as reading below grade level (below 40%ile) ● 9 students have been exited. 38 Students are Tier 1 (have exhibited grade level reading in the past)--start with Tier 1 intervention assuming their reading scores are related to other things. 39 Students identified as Tier 2--no plan, have never tested at grade level. ½ of those have been placed with Matt for academic support. Matt still working on contacting the others.Tier 3--students who come with an IEP (48 students in this group)--left to the SPED dept to meet their reading needs. (34 MS students and 91 HS students--does not include 12th graders) ● There's a required training that we have delayed for now--hoping to get everyone registered in Jan/Feb. Will have more info in Nov. ● Screener of some kind is needed--what we have now only screens students up through 6th grade. Dibles is an option--good through 8th grade. Actions: ● Waiting on MDE to create an approved list of screeners to be used with intervention students. Matthew will follow up once we have more information.
	Review FY25 Annual Focus Areas	Notes: ● Read through the focus areas and agreed to keep them. Actions: ●

	FY24 End of Course Survey (AI Analysis)	Notes: ● Strengths: Organization and Navigation, Course Preparedness,Student Engagement: ● Areas for Improvement: Clarity of Materials, Pacing, Technical Issues ● Brenda expressed concern about this AI analysis and all agreed it should be taken at a superficial level. Some classes that aren't even offered were evaluated (issue with how the survey was administered?). The area that was mentioned most for areas of improvement appeared to be special education classes--essentials. More analysis will be needed. Actions: ● Look for a more in depth way to evaluate courses.

Discussion/Problem Solving: 40 minutes
(These are items that need group discussion. The group should decide what is the most important to solve and work in order to solve those problems)
	Course revision proposals (request form)	Notes:
		● English/Language Arts
		  ○ Summer School Reading Intervention (Read Act)--for middle school. Required vs recommended? Not a lot of interest for summer school for MS.
		  ○ Yearbook--year long course, but students could join during 2nd semester? Combo art/design/english? Could it be added to Independent Language Arts Project class?
		● Science
		  ○ Lab Based Biology (& Chemistry)
		  ■ Having a lab-based option--adding it to the title.
		  ■ Is there an appropriate lab kit available if it's MP?
		  ■ GP is probably the best option for labs
		  ○ Environmental Science/MN Ecology (Encounters with Nature)
		  ■ Get students off computer
		  ■ Elective credit
		  ■ Partially written from previous years.
		  ○ Agricultural Science--elective credit--who can teach it with their license? Can be a CTE course. EDynamics has an Agri Science course. More research needed.
		  ○ Astronomy--phasing out old Earth & Space science requirements--so it would be an elective.
		● 7th & 8th Grade Art--revision--approved

		○ Make it more hands on--less academic/history of art and more project based. ● Machine Learning (AI)--determine need/interest. ● Sign Language for Mother & Child (Sign Language for Parents & Children or Sign Language for Children) ○ Would it fit into the existing course as an alternate path? ○ Is there a need/interest for it? ○ Adjust the title to be more inclusive of all genders and all babies/children--not just for parents. ● Personal Finance (already approved) ○ Waiting for guidance from dept of ED to determine standards that will need to be covered. ● Accounting (already approved) Actions: ● All updates to existing courses were approved to move forward for budget approval. ● Need additional follow up on interest for a Machine Learning course and Sign Language for Parents & Children course. ● Encounters with Nature and Agricultural Science were approved to move forward for budget approval. Licensing still needs to be reviewed.
	Social Studies HS Sequence	Notes: ● Change to United History (9), World History (10), Geography/Personal Finance (11), Government/Economics (12)--approved. No concerns expressed. Move forward. Actions: ● Approved: Update the website, etc. with new sequence.
	Grading Expectation/Policy	Notes: Grading philosophy--Key guiding principles--sub committee to explore? ● Redoing assignment/assessments ● Extra credit ● Absences and make up (reasonable timeline for excused absences) ● Weight of summative assessment vs formative assessment ● Weight of SEL vs content area in overall grade ● Clarifying grading for participation (should connect with SEL) ● Grading of reflections (grading skill of reflection vs actual

		performance of the task being reflected on) ● Number of quarter/semester assignments ● Key Moodle settings (when can feedback/correct answers be viewed) ● Include special education on the subcommittee ● Actions: ● Ask teaching staff to join small sub-committee that would report back to Curriculum Committee and Leads.
To-Do's: 5 minutes (Quickly recap the to-do's. The notetaker will write down to-do's based on headlines and discussion items)		Actions: ● Next meeting: discuss pacing of summer school courses (Brenda)