



## 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: February 6, 2025 @ 8:00 am

<b>Team Roles:</b> Note Taker: Matthew/Laura Time Keeper: <a href="#">Erin Winchell</a> Facilitator: Heidi Kelbel		<b>Members Present:</b> Amy Larsen, Ameer 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
<b>Headlines: 10 minutes</b> (These are short announcements that do not need discussion. If discussion is needed, carry it down)	Personal Finance Update (Brenda Ritter)	<b>Notes:</b> <ul style="list-style-type: none"> <li>● Guidance from the state on content and “benchmarks” is driving our planning</li> <li>● NGPF (Next Gen Personal Finance) provides a curriculum we can adapt</li> <li>● Brenda is adapting content into local standards</li> </ul> <b>Actions:</b> <ul style="list-style-type: none"> <li>● Brenda and Dan will meet to look at creating/importing new standards in Moodle</li> </ul>
	Coding MS Update (Coding for Comets)	<b>Notes:</b> <ul style="list-style-type: none"> <li>● Coding MS is a course where students bring coding to life through music, art, and sports. Students will use a block-coding platform to produce unique music beats, design creative digital art collages, and program their own sports video games and simulations, blending technology with hands-on projects.</li> <li>● Using the <a href="#">CodeHS</a> curriculum (free) or <a href="https://csfirst.withgoogle.com/s/en/home">https://csfirst.withgoogle.com/s/en/home</a>, Chris will design a quarter-length course focusing on 3 areas that change every 3 weeks.</li> </ul> <b>Actions:</b> <ul style="list-style-type: none"> <li>● None</li> </ul>

	June Meeting	<p>Notes:</p> <ul style="list-style-type: none"> <li>● Scheduled to meet June 5 <ul style="list-style-type: none"> <li>○ Day right after school ends</li> <li>○ Currently Staff Development scheduled</li> <li>○ Curriculum committee time could be moved or canceled</li> </ul> </li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>● Make sure we wrap everything up in our May meeting so that we don't need to meet in June</li> <li>● Brenda will delete the June meeting form the Bluesky calendar</li> </ul>
	Social Studies Development Update	<p>Notes:</p> <ul style="list-style-type: none"> <li>● Anthony is forging ahead</li> <li>● Students are in there</li> <li>● A few bumps along the way</li> <li>● In a couple weeks the high school kids will be there, Eric working on that</li> <li>● Savvas curriculum</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>● None</li> </ul>
<p>Discussion/Problem Solving: 40 minutes</p> <p>(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)</p>	<a href="#">Course revision proposals (request form)</a>	<p>Notes:</p> <ul style="list-style-type: none"> <li>● No new requests</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>● Brenda is updating an eDynamic Business B course</li> </ul>
	Agricultural Science Options	<p>Notes:</p> <ul style="list-style-type: none"> <li>● Got some resources, not adopting full Carl Perkins sequence, have another route that better aligns with what we need</li> <li>● Going with the introduction to agricultural science option versus the principles of agricultural science option</li> <li>● Determining if hiring outside help to design the course or having it developed in house</li> <li>● Down the road could potentially replace various credits (biology, chemistry, math, etc)</li> </ul>

		<p>Actions:</p> <ul style="list-style-type: none"> <li>● Determine who will develop/setup the course (in house or outside person)</li> </ul>
	<p><a href="#">2024-25 First Semester Course Survey Results</a></p>	<p>Notes:</p> <ul style="list-style-type: none"> <li>● Brenda pulled survey data</li> <li>● Ran it through AI, results lacking</li> <li>● Looked more closely at data to figure out where to go/what to do</li> <li>● Worked on an overview for this committee</li> <li>● Will share directly with teachers as needed if specific feedback repeats</li> <li>● Some results: <ul style="list-style-type: none"> <li>○ 43.8% took the survey, but some courses got 100+% which is confusing</li> <li>○ Scale questions - rows by department, bottom row is for school overall</li> <li>○ Community interaction was the lowest category but we should be aware of some students do not want to interact with classmates</li> <li>○ We should resist the idea that we need a fully “green” spreadsheet of results</li> <li>○ Keep question in mind - How many people are asking for more connections vs how many people are at Bluesky because they like it as is? <ul style="list-style-type: none"> <li>■ This is asked on annual survey</li> <li>■ However not by course</li> </ul> </li> <li>○ Pace - overall 89% said just right, 8.6% said too slow, 2.4% said too slow.</li> <li>○ Tech issues: <ul style="list-style-type: none"> <li>■ example in question given so students know what they are considering</li> <li>■ Top courses with tech issues listed</li> <li>■ #1 course listed is being re-written</li> <li>■ Dan pointed out a lot of these happen when there is inconsistency in directions or use of external resources, especially new ones</li> </ul> </li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>■ Some results could be a result of the developmental level of users as MS is present more on the list than HS</li> <li>■ Need to stay mindful of instructional component when considering these</li> <li>■ A lot of resources have been tried in MS math, sometimes simultaneously, sometimes at different times, this is also happening in MS LA</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>● Brenda will breakdown pacing question by MP vs GP</li> <li>● Dan will follow up with Carla AD on changes to CTE courses coming</li> <li>● Consider courses listed for tech issues as a focus area next year</li> </ul>
	<p>2025-26 Budget</p> <ul style="list-style-type: none"> <li>- Pear Deck Renewal</li> <li>- IXL Renewal</li> <li>- Overall Budget</li> </ul>	<p>Notes:</p> <ul style="list-style-type: none"> <li>● Makes sense to renew Peardeck based on usage, waiting to get new quote from the vendor; If 25 staff are using it, then site license is the way to go, we potentially have 20ish using it now</li> <li>● IXL - primarily used for SPED and Intervention <ul style="list-style-type: none"> <li>○ has become problematic managing the licensing <ul style="list-style-type: none"> <li>■ but if good product can continue,</li> <li>■ likely to always be a sticking point when enrolling students,</li> <li>■ teachers can no longer manage, only Kim can,</li> </ul> </li> <li>○ has become more robust since pandemic but likely other products have come out since then as well</li> <li>○ If confident in the product can do a multiyear investment</li> <li>○ Used between both SPED and Gen Ed which has complicated things</li> <li>○ SPED would like to keep IXL, Heidi uses it for Gen Ed Intervention as well and we use it in 6th grade</li> </ul> </li> <li>● Overall trying to streamline products in use for all courses to simplify</li> <li>● Overall budget <ul style="list-style-type: none"> <li>○ A LOT of curriculum projects on the radar for next year, likely a big expense</li> <li>○ Developing Math 6, Math 9, possibly other math, WH, Economics, Am Govt, Geography, Global studies, MN</li> </ul> </li> </ul>

		<p>Studies, Prin of Business, Art 7 and Art 8, Environmental Exploration</p> <ul style="list-style-type: none"> <li>○ Not confirmed moving forward with separate track for ASL for parents and children</li> <li>○ Machine learning on the radar if want to add it</li> <li>○ Some SPED review for Essentials and Concepts are in progress right now</li> <li>○ One SW course per year</li> <li>○ Another SEL assessment in the works</li> <li>○ Need to figure out process for sharing materials in English</li> <li>○ Coding, Comp Science</li> <li>○ Work Based learning - program not re-approved by MDE, need to determine if moving forward</li> <li>○ Apprentice program no longer restricted to manufacturing</li> <li>○ Social Studies Savvas will be an expense that wasn't previously in our budget (\$10-13k)</li> <li>○ Looking at 8-12% increases in costs of products used coming in the next few years</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>● Dan will check in with Gen Ed Intervention for options related to IXL</li> <li>● If there is something you really want or your team needs, OR if something you or your team no longer need, let Dan know for budgeting</li> </ul>
	End of Course Survey	<p>Notes:</p> <ul style="list-style-type: none"> <li>● Planning on end-of-semester brief summary and detailed review at the end of the year</li> <li>● Need to improve the best practice for proctoring the survey (participation results were mixed)</li> <li>● Four ways it is given: <ul style="list-style-type: none"> <li>○ Give students link in live session</li> <li>○ Make it a stand alone assignment</li> <li>○ Add it to an existing assignment</li> <li>○ Offer it as extra credit</li> </ul> </li> </ul> <p>Actions:</p>

		<ul style="list-style-type: none"><li>• Kim will send a reminder to all teachers, so that they have time to put the survey into their courses. Another reminder will be sent towards the end of the semester.</li><li>• We will dig deeper into MP courses that had a high completion rate to see what method(s) was used to get student engagement in the survey</li></ul>
<p>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)</p>		<p>Actions:</p> <ul style="list-style-type: none"><li>• Follow up on all of the actions above!</li></ul>