

Curriculum Board Meeting Minutes

Meeting Date: Monday, May 21, 2018

*H/Kincaid
5/30/18*

Attendance

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Argueta, Ms. Diane
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Arroyo, Mr. Alex
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Barreiro, Mr. Daniel
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Bell, Mr. Jeremy
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Campbell, Dr. Lori
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Dalrymple, Ms. Jennifer
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Gonzalez, Ms. Analy
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Hatchett, Ms. Kimberly
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Heath, Mr. Chris
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Johnson, Dr. Carla
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Kale, Ms. Christina
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Keene, Ms. Glynis

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Kilgore, Ms. Maria
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Kincaid, Ms. Heather
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Linning, Ms. Elizabeth
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Moyer, Mr. Edward
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Ordaz, Ms. Araceli
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Reyes Childress, Ms. Beatrice
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Ringler, Ms. Ashley
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Schmitt, Ms. Margo
<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Schwaegler, Ms. Elizabeth
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Stovall, Dr. Yolanda
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Garza, Twila
<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Ballard, Dr. David

Mrs. Heather Kincaid called the meeting to order at 5:03 p.m.

I. Driven to Read – Dr. Lori Campbell and Mrs. Ashley Ringler

- A. Drive I - Accountable Independent Reading
 1. Will and skill to read every day
 2. Equip school, classroom and home libraries
 3. Struggling readers are behind millions of words by fourth grade
 4. Up to 3,000 new words are learned by reading independently
 5. LA intervention classes 6 – 8 received libraries
 6. K – 2 and 6 – 8 will receive classroom libraries
 7. During SY 2019 3 – 5 will receive classroom libraries
- B. Drive II – Access to Books at Home
 1. Statistics on students with access to books at home



2. Expanding student selection of books at school
 3. Intervention students will have access to books at home through online - Soluciones books or Reading A-Z/Enhanced ELL
 4. Partnership with Bernie's Book Bank
- C. Drive III – Schoolwide Literacy
1. *Igniting the Passion for Reading* – books provided for teachers next school year
 2. Each school to implement one Schoolwide love of reading idea
 - a. Teachers could display Hot Reads
 - b. Start a breakfast book club
 - c. Golden shelf recommendation list
 - d. Promote reading every day
 3. Drive IV – Family as partners to promote literacy in the home - early stages of partnering with Scholastic
- D. Drive V – Forming the Habit of Reading



1. Graph shows the importance of reading over the summer
2. Reading Interventionists offered a challenge to students during the winter and summer breaks
3. Students who read during break can receive a month of proficiency
4. Students who do NOT read can lose two to three months of reading development
5. Summer vacation can create a three-month reading-achievement gap
6. End of fifth grade – non-readers could be two years behind
7. By high school – 2/3 of the reading gap can be attributed to summer reading loss in elementary school
8. Reading 4 – 6 books over the summer can stop or potentially reverse the slide
9. A five-book pack will be sent home with summer school students
10. Data will be collected at the beginning of summer and end of summer
11. Opening libraries ten times for all elementary students
12. Opening libraries five times for all middle school students
13. Coordinators and Interventionists are working on reading incentives

II. Handwriting SY 2019 – Dr. Lori Campbell and Mrs. Ashley Ringler

- A. School Code requires that beginning SY 2018 – 2019 one unit of cursive writing must be offered before completing grade five
- B. Timeline
 - 1. December – Selected a task force of fifteen
 - 2. January
 - a. Program research
 - b. Program refinement
 - c. Company presentations – Zaner-Bloser and Handwriting Without Tears
 - d. Proposal creation
 - 3. Build a strong foundation - start a formal way of teaching handwriting
 - 4. K – 2 will receive handwriting (print) program
 - 5. 3 – 5 will receive cursive writing program
 - 6. Zaner-Bloser program will cost \$80,838.98 to be in 2018 – 2019 budget
 - 7. Task force will reconvene to determine success

III. Strategic Literacy Improvement Plan – Dr. Lori Campbell

- A. Intentional examination of literacy across the district
 - 1. No silos of literacy – all schools uniform
 - 2. Third grade reading predicts high school graduation
 - 3. Literacy best way to
 - a. Close the achievement gap
 - b. Solve drop out problems
 - c. Break the cycle of poverty
- B. K – 12 Literacy Action Plan
 - 1. Systemic
 - 2. Support change and continuous improvement
 - 3. Focus on delivery of instruction
 - 4. Reignite research best practices
- C. Instructional Shifts and Practices
 - 1. K – 5 balanced literacy (guided reading and literacy rotations daily)
 - a. Foundational skills (i.e., phonics, handwriting, phonemic awareness, word study and sight words)
 - b. Shared reading
 - c. Interactive read aloud
 - d. Small group literacy rotations
 - e. Writing
 - f. Minutes allocated for ELA block
 - 2. 6 – 8 close reading
 - a. Precise understanding of key ideas
 - b. Integration of knowledge and ideas
 - c. Central component of common core standards
 - d. Not number of books read; how well the book was read

3. 9 – 12 Socratic seminars
 - a. Thoughtful dialogue
 - b. Read and analyze text
 - c. Leading open-ended questions
 - d. Elicit multiple perspectives
 - e. Numerous correct answers – on topic
 - f. Challenge to evaluate and synthesize ideas
- D. EA Daily Three
 1. Teacher led groups – two daily
 2. Independent reading
 3. Reading response
 4. Other options (partner reading, word work, reader’s theater, online supplemental reading/response)
- E. Strategic Literacy Improvement
 1. Utilize data to monitor progress and make meaningful adjustments
 2. Design comprehensive professional learning opportunities

IV. Health Textbook – Dr. Lori Campbell and Ms. Christina Kale

- A. Current high school health textbook
 1. Not aligned to new national and state standards
 2. 2008 edition
 3. New book and online version aligned with state and national standards
- B. Curriculum and technology component considered
- C. Middle schools currently using same series textbook
- D. Total cost \$42,022.95 for textbooks, digital licenses and online teacher subscription
- E. iPad cart \$11,867.50 (30 iPad and cart)
- F. Supported by FY19 T&L department budget

V. Project Lead the Way (PLTW) Design and Modeling – Dr. Lori Campbell and Christopher Heath

- A. Design and Modeling course
 1. Sixth through eighth grade
 2. Nine (9) week course (one quarter)
 3. Application of critical thinking and problem solving
 4. Using technology – hardware and software
 5. Total district cost \$122,509.41
- B. Scope and Sequence – three weeks each
 1. Lesson 1: Introduction to Design
 2. Lesson 2: Modeling and Statistical Analysis
 3. Lesson 3: Design Challenge
- C. Major Works/Projects
 1. Ankle foot orthosis
 2. Puzzle cube
 3. Therapeutic toy design challenge
- D. Student Measurements
 1. Formative – quizzes, design projects and class discussion/activities
 2. Summative – therapeutic toy design challenge

VI. Title I District Plan – Mrs. Heather Kincaid

- A. Three separate stakeholder meetings (48 People)
- B. Stakeholders reviewed plan and provided feedback
- C. New course extensions at the high school
 - 1. Digital Photography II
 - 2. Guitar II
 - 3. Mandarin II
- D. PLTW at the middle schools
- E. Restructuring of grades six, seven and eight for math interventions
- F. Transition of Benavides, Beaupre, Rollins and Oak Park to K – 2 STEAM and 3 – 5 STEM
- G. K – 5 Math interventions at Tier II
- H. Piloting Dream Box for summer school – online intervention for math
- I. Fox Valley Career Center
- J. High school certifications – transition to the next career step
- K. Expand exposure and discussion into the middle school (Xello) for college or career readiness

VII. Title I Schoolwide Plans – Mrs. Heather Kincaid

- A. Each individual Schoolwide plans (20)
- B. Each school held a stakeholder meeting
- C. Needs assessment – interpretation of data within each school
- D. Principals present to answer questions – Twila Garza and Dr. David Ballard

VIII. New Business – June

- A. Teaching & Learning Budget FY 2019
- B. Student Services Budget FY 2019

IX. Public Comments – None

X. Adjournment – 5:54 p.m.