

**Quincy Public Schools Curriculum Committee Minutes
Board Office Conference Room #231
November 7, 2011 – 5:00 p.m.**

ATTENDANCE

Committee members present: Ann Behrens, Mary Christensen, Jan Cory, Steve Krause, Patricia Viniard.

Committee member(s) absent: Zigrida Brown, Cindy Crow, Jeff Mays, Jim Rubottom, Jody Steinke.

Board members, staff and others: Kelle Bunch, Anne Cashman, Jody Cooper, Sara Cramer, Krista Finklea, Laurie Fiorenza, Heather Friday, Diane Glaub, Ed Husar, Jeff Kerkhoff, Lonny Lemon, Gus Rieckhoff, Paul Saunders, Julie Stratman, Connie Thomas, Marcey Wells.

1. Call to order

Steve Krause, committee chair, called the meeting to order at 5:00 p.m.

2. Information provided to Committee

Overview of Elementary, Baldwin and QJHS School Improvement Plans
NOTE: This is a summary only; entire plan will be posted on QPS website

ADAMS:

Made AYP?	Reading – no. Math – yes.
Attributes / Challenges:	-School population – 328, gr. K-3 -Low income: 69.2% (Low income increased to 73.1% in 2010- highest ever for Adams.) -Attendance rate: 98.1% -Mobility rate: 41.5% (a dramatic increase) -Some students not meeting were unable to be served in intervention due to decrease in intervention staff. -An 8.6% achievement gap exists between males and females in reading, and an 11.7% gap in students with IEP's.
Goal:	Increase student achievement in literacy (reading and writing), shown on our local assessment wall and ISAT data to meeting state standards/proficiencies.
Sampling of Action Steps:	-Strengthen staff knowledge on how to reach all learners – especially low income students – through book study and targeted professional development in this area. -Increase fidelity and implementation of core classroom instruction. -Provide Tiers I, II and III interventions, aligned with classroom instruction, to students not meeting or exceeding. -Provide parent education on various topics (PBIS, curriculum, Covey 7 Habits, reading incentive programs). -Student will participate in Reading Workshop (Guided Reading differentiated instruction, reading conferences to focus on individual goals during independent reading, focused minilessons on reading strategies and behaviors, author-genre-language studies) -Students will participate in Writing Workshop closely aligned with the Common Core standards with focused instruction in personal narratives, poetry, writing about reading, and non-fiction writing (essays and informational texts) -K,1, and Special Education Students will participate in : phonemic awareness activities using a resource from Michael Haggerty -Students not meeting or exceeding will receive a Tier I intervention from their Classroom teacher. -Students not meeting or exceeding will receive a Tier II or Tier III intervention from a highly trained interventionist. -Reading Recovery will be used as an intervention for at least 20 of the lowest achieving first grade students.

BERRIAN:

Made AYP?	Reading – no. Math – no.
Attributes / Challenges:	-School population – 252, gr. K-3 -Low income 90.5%. -Attendance rate: 93.6% Mobility rate: 28.6% (up from 18.8% in 2010)
Goal 1:	Reading: While our current achievement in reading for grade 3 shows 49.2% of our students in the Meets/Exceeds categories, the third grade will make AYP of at least 92.5% in 2012.
Sampling of Action Steps:	-Continued Implementation of the PCL model with a focus on Core Instruction -Students will be actively involved in conferencing and goal setting in both reading and writing -Students will be provided with an uninterrupted Literacy Block. -Students will be provided with explicit mini-lessons for Reading that build on students' current competencies. -Classroom teachers will focus on Tier I interventions designed for students below or approaching on local assessment wall -Students that are not meeting or exceeding standards while receiving Tier I interventions will receive Tier II and Tier III

	<p>interventions from highly trained Literacy Personnel.</p> <ul style="list-style-type: none"> -Reading Recovery will be used as a Tier III intervention for the lowest achieving first grade students. -The reading intervention team, comprising of reading recovery teachers, reading interventionists, the literacy coach, the special education teacher, and the building principal will meet weekly to discuss specific strategies and approaches to accelerate the learning of struggling readers
Goal 2:	While our current achievement in math for grade 3 shows 69.2 of our students in the Meets/Exceeds categories, the third grade will make AYP of at least 92.5% in 2012.
Sampling of Action Steps:	<ul style="list-style-type: none"> -Students will participate in Math Workshop -Students will be actively involved in conferencing and goal setting in math. -Students not meeting or exceeding standards will participate in Tier I classroom interventions. -Students not meeting or exceeding standards while receiving Tier I interventions will receive Tier II and Tier III interventions -Number Worlds will be used as a Tier II intervention for the lowest achieving students. -Students will be provided with an uninterrupted Mathematics Block. -Students will be provided with explicit mini-lessons for Math that build on students' current competencies. -The common core district math team will provide professional development opportunities for the staff on a monthly basis. -Staff will meet vertically 4 times per year to plan for seamless mathematics instruction across grade levels.

DEWEY:

Made AYP?	Reading – yes. Math – yes. While reading increased just slightly (85.4% in 2010; 85.5% in 2011), math achievement rose from 89% in 2010 to 92.7% in 2011.
Attributes / Challenges:	<ul style="list-style-type: none"> -School population – 238, gr. K-3 -Low income 72.3%. -Attendance rate: 94.2% -Mobility rate: 16.7% -Experienced teachers who share a common belief that all children can and will learn to the best of their abilities. -Highly effective and comprehensive literacy intervention services for students reading below proficiency. These services have decreased, however, due to budget cuts. -Supportive PTA. Community partnerships include Quincy University, Knapheide, Faith Presbyterian Church, and The Crossing Church. QPS Mentor program links mentors with at-risk kids. -Comprehensive PBIS plan that incorporates Steven Covey's 7 Habits of highly Effective People. -The Emotional Disabilities program, beginning its third year, is a great benefit too many students, but also provides challenges for our social worker to meet the needs of all students. -A lack of financial resources has had a negative impact on the availability of technology resources for students.
Goal 1:	Reading: 92.5% of third grade students will meet or exceed standards on the 2012 ISAT reading assessment. All students will show growth through local benchmark assessments and on the Fountas and Pinnell assessment.
Sampling of Action Steps:	<ul style="list-style-type: none"> -Continue to implement reader's and writer's workshop, phase one and phase two, of the Comprehensive Literacy Model in all classrooms. -Reading Recovery for 1st grade students identified as needing services. -Reading Intervention Teachers, Special Education teachers, and Reading Recovery teachers will provide additional tiers of support to students experiencing difficulty and collaborate with teachers weekly. -Written response to reading will occur daily beginning in the 2nd quarter in 1st grade and Kindergarten and will occur daily in 2nd & 3rd grades. -Each day teachers will use student data to inform and provide differentiated instruction with graded degrees of support for all students.
Goal 2:	92.5% of third grade students will meet or exceed standards on the 2011 ISAT math assessment. All students will show growth on local assessments.
Sampling of Action Steps:	<ul style="list-style-type: none"> -All teachers will fully implement <i>Everyday Mathematics - The University of Chicago School Mathematics Project</i>, Basic Facts Lessons, and <i>Problem Solver</i>. -Each day teachers will use student data to inform and provide differentiated instruction with graded degrees of support for all students. -Teachers will increase opportunities to write about math using <i>Problem Solvers</i>, math reflections, and written responses. -During the third quarter, Dewey will have a district math interventionist work with students not progressing adequately based on student data. <i>Numbers World</i> Intervention will be implemented. -All teachers will fully implement <i>Everyday Mathematics/UCSMP</i> Basic Facts, and <i>Problem Solver</i>. -Teachers will increase opportunities to write about math using <i>Problem Solvers</i>, math reflections, and written responses. - During the third quarter, Dewey will have a district math interventionist work with students not progressing adequately based on student data. - Numbers World will be implemented.

ELLINGTON:

Made AYP?	Reading – yes. Math – yes. The percentage of Ellington 3 rd grade students Meeting and Exceeding in reading on ISAT remained consistent at 82.9%. Math scores rose slightly from 87.5% of the students Meeting and Exceeding in 2010 to 92.9% in 2011.
Attributes / Challenges:	<ul style="list-style-type: none"> -School population – 334 gr. K-3 -Low income: 41.2% -Attendance rate: 95.8% -Mobility rate: 9.4% -Significant parent involvement and volunteers. District mentor program participation 30+ mentors. Partnerships with ADM, Quincy Art Center, Quincy Park District.
Goal 1:	Increase the percentage of students Meeting or Exceeding in reading on our local assessment wall from 72% to 75% or more as measured by the end of the year Fountas & Pinnell Assessment. In parallel testing we plan to increase the percentage of students Meeting or Exceeding on 2011 ISAT from 82.9% by 5%.
Sampling of Action Steps:	<ul style="list-style-type: none"> -Continued implementation of the Comprehensive Literacy Model with a strong focus on ensuring quality, core classroom instruction for all students. -Classroom teachers will focus on implementing Tier I reading interventions explicitly targeted to address student needs based on the analysis of running records for students Below and Approaching on our local assessment wall. -Professional development aligned with the implementation of quality classroom instruction, administering reading assessments, analyzing the results, and selecting and implementing appropriate Tier I reading interventions. -Implement a monitoring system for intervention planners in order to improve our documentation of interventions and results. -Students will actively participate in Readers' Workshop and guided reading instruction that is differentiated to accommodate students at their reading level. -Students will participate in individual reading conferences with the teacher in order to discuss and assess their learning and set individual performance goals. -Students who test Below or Approaching on quarterly benchmark assessments will participate in Tier I interventions. -Students will participate in shared reading and assisted writing as their core instruction or Tier I intervention as appropriate. -Students qualifying for Tier II and Tier III intervention will participate in small group or one-on-one intervention as available.
Goal 2:	Increase appropriate student behavior at Ellington School through the meshing of PBIS, the 7 Habits and the Leader in Me philosophy so that all Ellington students will have a minimum of four leadership opportunities during 2011-2012 school year.
Sampling of Action Steps:	<ul style="list-style-type: none"> -Continued implementation of our PBIS initiative along with continued use of the 7 Habits of Highly Effective People. -Staff will focus on re-teaching procedures to students having behavior difficulties. We will continue to document inappropriate behavior with student referrals and implement Tier II interventions for those students who qualify. -Staff will participate in the Leader in Me training to begin our journey toward Lighthouse School status. -Reorganize Morning Meeting to spotlight good student behavior and immerse students in 7 Habits songs. -Explicitly teach lessons on the 7 Habits and plan to offer the 7 Habits of Successful Families in order to partner with parents in improving student behavior at home and at school. -All students will participate in the development of a classroom matrix documenting what it looks like to SOAR at Ellington. -All students will participate in explicit instruction on the 7 Habits in classrooms and at Morning Meeting. -Students will participate in PBIS Tier II interventions CICO, SAIG groups, FBP, etc. as necessary.

MADISON:

Made AYP?	Reading – yes. Math – yes.
Attributes / Challenges:	<ul style="list-style-type: none"> -School population: 383, gr. K-3 -Low income: 36.3% -Attendance rate: 94.8% -Mobility rate: 15.4%
Goal 1:	Students who meet/exceed in reading on ISAT will increase from the current 81.2% to 90% in 2012 and 98% in 2013.
Sampling of Action Steps:	<ul style="list-style-type: none"> -KINDERGARTEN Create learning centers that offer more opportunities to engage in authentic tasks that support the children's current level of understanding -1st Grade Implement literature discussion groups when students display readiness -2nd Grade Use mentor text for genre studies -3rd Grade Work on eliciting quality responses in reading notebooks -K – 3 grades All grade levels will focus on phonics/correct spelling opportunities through Rebecca Sitton Spelling and center activities
Goal 2:	Students who meet/exceed in mathematics on ISAT will increase from the current 91.8% to 95% in 2012 and 98% in 2013.
Sampling of Action Steps:	<ul style="list-style-type: none"> -Have centers that focus on compare and ordering numbers -Utilize the problem solvers more effectively and collaborate at PLC's on the results -Emphasize activities that encourage reading and interpreting graphs/charts/tables -Give attention to the concept of borrowing when subtracting numbers in problem solving, math games, and through activities

MONROE:

Made AYP?	Reading – yes. Math – yes. Percentage meeting/exceeding in reading increased by 8% to a score of 81%. This was the biggest increase we have seen. 100% of all students met or exceeded in math.
Attributes / Challenges:	-School population – 264, gr. K-3 -Low income: 30.7% -Attendance rate: 96.1% -Mobility rate: 4.4% -Our big concern is in the area of writing extended responses. Our 3 rd graders really struggled with this last year and only 12 of 72 students had a 3 or higher on extended response.
Goal:	Increase by 10% the number of students meeting/exceeding state reading standards as measured by the ISAT.
Sampling of Action Steps:	-Reader's workshop phase one and two of the comprehensive Literacy model. -Provide opportunities for independent reading - each child will have individual conferences. -Provide opportunities for students to write extended responses after reading. A small number of students will receive tier II support in Reading. -12 slots of Reading Recovery support. -Writing will be embedded across the curriculum. -Students will be given opportunities to develop skills in questions similar to the extended response items on ISAT. -Small number of identified students will receive Tier II support from the building Literacy Coach.

WASHINGTON:

Made AYP?	Reading – no. Math – yes.
Attributes / Challenges:	-School population - 274, gr. K-3 -Low income: 95.3% -Attendance rate: 94.0% -Mobility: 23.3%
Goal 1:	To improve performance of all students in reading . The number of students meeting/exceeding will increase on the local assessment intervention wall. For the year, all students will increase their reading behaviors by 2 to 4 levels.
Sampling of Action Steps:	-Increase student knowledge of literary elements and techniques. (Kindergarten) -Students will gain a deeper understanding of texts through discussion and written response. (1 st grade) -Students will be exposed to a variety of author and genre studies. (2 nd grade) -Students will improve reading comprehension strategies. (3 rd grade) -Students will actively participate in literacy element discussions after read alouds. -Students will participate in author and genre studies in order to create their own writings. -Students will participate in comprehension focus groups to target specific strategies.
Goal 2:	To improve performance of all students in math . The number of students meeting and exceeding on ISAT mathematical short response will increase by 5%. Student growth will be shown in all three areas: mathematical knowledge, strategic knowledge and explanation.
Sampling of Action Steps:	-Expose students to number story problems using pictures to solve. (Kindergarten) -Increase students' understanding of the value of numbers with calendar, number line, number grid and number grid activities. Teachers will provide students with concrete representation of numbers on the number grid with the use of manipulatives. (1 st grade) -Increase students' understanding of number sense through the use of color coded manipulatives to practice place value and expanded notation. Teachers will provide additional activities using manipulatives focusing on number sense. (2 nd grade) -Improve students' ability to write about problem solving strategies. -Teachers will model how to solve word problems and model "think alouds". Teachers will also guide students to compose a written explanation. (3 rd grade) -Students will engage fully in math workshop by listening and contributing ideas. Some activities include: calendar, number line, number grid and stronger use of manipulatives with higher numerals. -Students who are below district expectations will be screened by the math interventionist and considered for math support for 30 minutes a day.

BALDWIN:

Made AYP?	Reading – no. Math – no.
Attributes / Challenges:	-School population - 1498 (Grades 4 – 6) -Low income: 54% -Attendance rate: 95% -Mobility: 9.2%
Goal 1:	On ISAT Reading, while 78.3% of all students fell in the meet/exceeds categories for 2011, students will make AYP for the 2012 and 2013 academic years with at least 92.5% of students falling in the meets/exceeds categories.

Sampling of Action Steps:	-Targeted students will receive Tier 1, 2, and/or 3 literacy intervention during the school day. -Each student's progress and achievement will be closely monitored through his/her comprehensive literacy assessment data -After school literacy intervention will be provided for targeted students -Students will continue to have individualized daily instruction through readers' and writer's workshop
Goal 2:	In Math, while 81.4% of students met/exceeded on the ISAT, for the 2012 and 2013 school years at least 92.5% will meet, making AYP.
Sampling of Action Steps:	-All students will receive the core math program (differentiated for individual needs) and Tier 1 interventions, as needed. -Targeted students will receive Tier 2 and/or 3 math interventions during the school day from math interventionist -Targeted students will receive Tier 2 and/or 3 interventions within the extended day program.

QJHS:

Made AYP?	Reading – no. Math – no.
Attributes / Challenges:	-School population - 1367, gr.7-9 -Low income: 44.8% Attendance rate: 93.1% -Mobility: 11.6%
Goal:	Make Adequate Yearly Progress in all groups in reading and math for the 2011-2012 school year.
Sampling of Action Steps:	Strategies and Activities for Students: Reading: <ul style="list-style-type: none"> • Focused Reading – Tier II Reading intervention for grades 7 and 8 • Independent Reading provided daily in Literacy classes – provides opportunity for 1:1 conference with the teacher Math: <ul style="list-style-type: none"> • Focused Math – Tier II Reading intervention for grades 7 and 8 Reading and Math: <ul style="list-style-type: none"> • Study Skills reinforced in 7th and 8th grade electives • Freshman Floor • Teachers will model extended response through quick writes and written assessments • Continue to reinforce PBIS and 7 Habits Leader in Me • Small group interventions during the Connections period • One hundred 7/8/9 graders will participate in the 9th hour – 21st Century Grant • Twenty minutes per week devoted to SSR (Silent Sustained Reading)

3. Recommend to the Board of Education for Action

n/a

4. Consider any other matter relating to the Curriculum needs or concerns of the District

5. Questions and comments from the Public

6. Adjourn: 6:35 p.m.

NEXT MEETING: Monday, December 12, 2011