

**Vision:** *An exceptional, continuously improving learning culture, committed to all!*

**Mission:** *Portage Public Schools will educate all students to achieve their potential*

## **Curriculum Instruction Council**

### MINUTES

Wednesday, Sept 28, 2016

*Mike Huber called the meeting of the Curriculum Instruction Council to order at 4:30 p.m. in the Community Room of Central High School.*

**Members Present:** Jen Bonner, Michelle Braat, Lisa Buchinger Aldrich, Merrie Conner, Ben Critz, Zac Crouch, Scott Cuel, Andy DeVisser, Amy DeMaggio, Donna Emerson, Rennee Flynn, Christy Gaines, Amanda Goyings, Bonnie Herbert, Tara Heywood, Bryan Hill, Mike Huber, Jason Jarrett, Kristin Kelly, Larry Killips, Colin Killmer, Christy Klien, Elizabeth Kraatz, Rachel Kubinski, Eric Lancaster, Peggy Link, Jeanine Mattson-Gearhart, Rachel Messer, Amy Meyer, Tony Moon, Ryan O'Neill, Karen Prater, Jan Rice, Megan Richter, Mary Roobol, Shelley Rowson, Anne Schnurstein, Kelly Schultz, Rick Searing, Lisa Stucky, Travis Thomsen, Rhonda VanderVeen, Rosa Vergel, Stephanie Wagner, Lindsay Wagner, Joanne Willson, Jessica Winstanley

**Members Absent:** Brian Abbott, Andria Carson-Wright, Christy DeHaan, John Dunlop, Amy Gray, Kelley Kocker, Xiaolan Li, Nancy Martin, Effie McCarren, Paul Murray, Mae Orr, Greg Rapp, Rachele Reidel, Pete Schermerhorn, Chuck Schira, Mahsa Teachman, Molly Vandekoppel, Dan Vomastek, Jeanna Walker, Karen Warner

### **Welcome New Members**

- Zac Crouch (2<sup>nd</sup> Grade Co-Team Leader)
- Andria Carson-Wright (5<sup>th</sup> Grade Co-Team Leader)
- Mae Orr (5<sup>th</sup> Grade Co-Team Leader)
- Rachel Kubinski (H.S. ELA Co- Team Leader)
- Megan Richter (Secondary Spec. Ed Co- Team Leader)
- Matt Tabor (H.S. Math Team Leader)
- Rachele Reidel (H.S. World Languages Co- Team Leader)
- Bryan Hill (H.S. World Languages Co- Team Leader)
- Kristin Kelly (Early Childhood Team Leader)
- Rachel Messer (KDG Team Leader)
- Elizabeth Kraatz (NMS Parent Representative)
- Travis Thomsen (Middle School Administrator)
- Eric Lancaster (CHS IB Co-Coordinator)

### **Review of Bylaws, Membership Responsibilities, Group Norms and Robert's Rules**

Mike Huber, Director of Curriculum and CIC Facilitator, reviewed the CIC Bylaws, Group Norms, Robert's Rules and member responsibilities with the Committee.

## **Action Items:**

### **Approval of May 28, 2016 Minutes**

Stephanie Wagner moved to approve the minutes as written.  
Merrie Conner seconded. Motion carried.

## **Informational Items:**

### **Elementary Math Team (EMT) Update**

The EMT continued to work this summer on standards-based grading and how we assess our students. Time was spent building the essential standards and this will be articulated into a series of proficiency scale elements. The EMT will continue to extend this to the rest of the teachers in these work areas.

### **Science Team Update**

Many of the Science team members attended a one day NGSS training in Detroit this summer which went over the framework that Michigan has adopted. We now have dates for the M-STEP science assessments for grades 5, 8 and 11. 2019 will be the pilot rollout and in 2020 there will be full testing around the science standards. The Science team will be scheduling meetings starting in November and would like parent input/involvement at that time.

### **Literacy Update**

Mike shared with the committee a bill was sent to the Governor to retain students in 3<sup>rd</sup> grade if they are not reading at a proficient level. For the majority, we are prepared to be able to work in the framework of the legislation if it passes. Our target is that we will have zero students retained at the 3<sup>rd</sup> grade level due to this legislation. The following assessment pieces have been added to help attain this target: Headsprout, Read Live, and Lexia Learning.

### **Early Middle College (EMC) Update**

An Early Middle College sub-committee has been formed with the goal of providing advice to secondary principals on how to proceed with EMC in preparation for the 2017-2018 school year. The sub-committee consists of parents, principals, counselors, other educators as well as Lisa Bartell from KRESA. The sub-committee will meet every other week until November when a recommendation will be made.

## **Proposals**

### **English Prep 10, 11, 12 & Creative Writing Book Request**

Carolyn Moore presented the English Prep proposal to the committee. English Prep teachers would like to purchase 8 classroom sets of Billy Collins' anthology of poems, titled *Poetry 180*. They feel they currently do not have a great poetry source for any of these classes and thought they could all use selections from this one large collection. The poems are pretty easy to read without a lot of depth in terms of analysis. In the Prep curriculum, the teachers want to make sure they have resources that draw the students into literacy. This book would revitalize the Prep ELA curriculum.

### **Processing of English Prep Book Request**

Did the proposal/presentation have enough details to move forward? If not, what information do you need?

- Yes

What about the proposal helps us meet our District Ends and align with our Vision and Mission?

- Educates all students
- Reaches all groups in a new way
- 1.1 – Accessible poetry
- Aligns with 1.1, 1.2, 1.3 and 1.4
- Student Engagement
- Enhance the curriculum – prep curriculum has holes in it
- Literacy

Has there been enough discussion time to move forward? If no, what type of discussion and what groups need to have input to move forward?

- Yes
- We have enough information

Other processing questions for the proposing team?

- What population of students does “prep” refer?  
At each building, we have three levels of English classes: Prep, Regular, and Honors/IB. Our prep classes are usually slightly smaller than the other classes and target students who are behind in grade level reading skills or who have not experienced success in a regular English class in the past. Prep classes are a part of our literacy response-to-intervention with the end goal being to catch students up to grade level and have them move out into regular English by the end of the year. This doesn't always happen, however, due to how far behind some of the students start out, so prep classes allow them to access the essential standards of the curriculum in ways that are ability-appropriate.
- How is poetry viewed by students and teachers as a valued tool?  
A rigorous and intensive study of literature includes an exploration of the four main genres: fiction, drama, poetry, and creative non-fiction. To suggest that one is less valuable than another would be an egregious error in quality instruction and best practice. Due in part to a historical lack of poetry resources, our current curriculum is somewhat weak in poetry integration, which is why so many teachers within the department are passionate about the addition of this book. Additionally, well over half of our seniors district-wide are participating in IB English, where they will have to complete a required assessment that consists of a 10-minute oral commentary on a poem. The more exposure students have to poetry, the better prepared they will be for this assessment. The value of poetry as a tool - and this text in particular - extends from the Prep courses, through electives like creative writing, and up to our highest courses as well, giving this particular anthology tremendous “bang for the buck.”
- Will 8 sets of books be enough?  
For the number of courses we are asking to use this text for, the answer is yes. We currently offer one section of most of the Prep English classes and one for Creative Writing. If we have multiple sections, we can share the text.
- Can students take the books home?  
At this point, we do not intend to send the books home with students but rather use them as a tool within the time shared in the classroom.
- Longevity of the paperbacks?  
Paperback is the only option we see for this anthology. Since we do not intend to send the books home, we do not anticipate them wearing out too quickly. However, if laminating the covers or

putting book tape around the edges would help, we can look into this option for protecting the covers.

- No other questions, just need to make sure it stays a part of the curriculum due to cost

### **IB World History**

Tony Moon and Kent Baker briefed the committee on their proposal to adopt two new texts for the IB 20<sup>th</sup> Century World History SL course. The IB history curriculum has recently undergone some changes that will impact the students testing in May 2017. There are two texts that they are proposing to adopt. CHS would like to adopt *Rights and Protest* (ISBN# 9781471839313) which focuses on Apartheid Era South Africa and the American Civil Rights Movement. NHS would like to adopt *The Move to Global War* (ISBN# 9781471839320) which focuses on the interwar period leading up to the Second World War.

### **Processing of IB History Proposal**

Did the proposal/presentation have enough details to move forward? If no, what information do you need?

- Yes
- The detail was sufficient

What about this proposal helps up meet our District Ends and align with our Vision and Mission?

- 1.1, 1.2, 1.3 and 1.4
- Promotes success in the IB program
- Curriculum alignment
- Analyze from source materials
- All 5 areas are reached
- Improves learning culture
- This is a necessary component in IB and will aid in the teaching of these options and it is IB specific
- The plus Civil Rights and the Second World War

Has there been enough discussion time to move forward. If no, what type of discussion and what groups need to have input to move forward?

- Yes

Other processing questions for the proposing team?

- Are there technology components with the text and if so, are they web-based?  
There are no technology components for these texts. An electronic version is available through Kindle and there are supports for Theory of Knowledge classes and Internal Assessment Essay tips.
- Has a library-quality adhering cover been considered to improve book longevity?  
We have done this with a few other paperback texts that will be in the curriculum longer term. (*The Harlem Hellfighters* being the most recent) We did not in this case because similar books from this publisher have held up in good shape. They have lasted on average between 5-10 years, and then in many cases were used to supplement other history topics. We like the idea but did not price it out since the IB curriculum changes every five years or so. We imagine the cost of replacing a few copies per year is still less than laminating all of them.
- What is the life expectancy of a paperback?

Between 5-10 years. (This is longer than the IB revision process. We have been able to use the texts, even after the IB revision cycle, to supplement other topics that are in the curriculum).

### **Elementary Reading (Core Reading Enhancement) Proposals**

Christy Gaines and Jan Rice brought two elementary reading proposals to the CIC committee. The State is backing up the Early Literacy Initiative with money for districts to use to obtain proficiency in reading. The Assessment Reimbursement Grant provides districts with money to be used for additional instruction time and training components for teachers (35a) or computer adaptive assessments with attached intervention components for students (104d). The Elementary Reading Specialists would like to purchase the Story Champs program for 1<sup>st</sup> grade teachers which would help strengthen oral and written language using Icons. They would also like to purchase Heggerty Phonemic Awareness materials and train Y5, KDG and 1<sup>st</sup> grade teachers and support staff.

### **Processing of Elementary Reading Proposals**

Did the proposals/presentation have enough details to move forward? If no, what information do you need?

- Yes

What about these proposals helps us meet our District Ends and align with our Vision and Mission?

- End statements 1.1, 1.2 and 1.3
- Fills in gaps in Core Curriculum
- Moves toward mastery – “Committed to All”
- Early Literacy, retell, summarize

Has there been enough discussion time to move forward? If no, what type of discussion and what groups need to have input to move forward?

- Yes

Other processing questions for the proposing team?

- Is there a high school component/involvement for the future?

Rachel Messer motioned to move the two elementary reading proposals to action items.

Mary Roobol seconded.

Motion carried to move them to action items.

Amy DiMaggio motioned to approve the elementary reading proposal to purchase the Story Champs program.

Rhonda VanderVeen seconded.

Motion carried.

Rick Searing motioned to approve the elementary reading proposal to purchase Heggerty Phonemic Awareness materials and train Y5, KDG, 1<sup>st</sup> grade teachers and support staff.

Tony Moon seconded.

Motion carried.