

HARVEY PUBLIC SCHOOLS DISTRICT# 152

Curriculum Committee

Wednesday, December 5, 2018

5:00 P.M.

Administrative Center

16001 Lincoln Avenue, Harvey, Illinois.

AGENDA

- Call to Order
- ESSA Improvement Process - Standards I-III
- FY19 MAP Recommendations
- Literacy Support Across the Curriculum
- MTSS Updates
- Instructional Support for Special Education Students
- Math Curriculum Updates
- Adjournment

Next Meeting Scheduled for Wednesday, January 9, 2018 @ 5:00 P.M

3.03

HARVEY PUBLIC SCHOOL DISTRICT #152
Minutes for Curriculum Meeting on 12/5/18
5:00 P.M.
16001 Lincoln Avenue, Harvey, IL

Present:

Delphine Scott, Frank Kuzniewski, Casey Nesbit, Dana Nichols, Jason Hill, Phyllis Rozier, Nicole Fishman, Gloria Johnson, Katie Graton, Louella Plaxico, Quintella Bounds, Marian Dowling, Norma Young-White, John Thomas

Call To Order

5:00 p.m.

ESSA Improvement Process

As a result of Brook's FY18 Summative Designation (*Underperforming*), we must complete the Illinois Quality Framework Rubric by 1/30/19, which requires Board approval. The Rubric requires districts to assess themselves on 7 standards. Thus far, the School Improvement Team has completed the first three standards. Ms. Nichols distributed a copy of the responses provided for these standards (*See attached - Illinois Quality Framework Rubric*). Members from the Brooks School Improvement Committee provided rationales for each of the ratings.

Discussion followed, specifically regarding Standard I, in which the team rated all three indicators "Ineffective" due to the lack of a District Improvement Plan. Ms. Nichols recommended that the work completed last year by the DTAC Committee's should be built upon and developed into a formal District Improvement Plan. Mr. Thomas expressed the need of a District Strategic Plan. Upon completion of assessing the 7 standards, Brooks will be required to develop a new School Improvement Plan using the State's model, which will also require Board approval.

Mr. K provided an overview of Brook's FY18 PARCC results and explained why the school received the "Underperforming" Summative Designation. In order to receive the "Commendable" Summative Designation, a school's overall group and subgroups must both have an index score higher than 36.99. Although Brooks overall group (**48.75**) and EL subgroup (**55.91**) index scores met this threshold, the Special Education subgroup (**33.87**) did not. The Special Education subgroup was only 3.03 points away from meeting the cutoff. Discussion followed regarding the supports needed to improve the achievement of Special Education students. There is a need to focus on improving attendance and proficiency in math.

FY19 MAP Recommendations

Ms. Nichols shared concerns regarding the 2nd grade MAP assessment. MAP offers a K-2 assessment, which is read to students; and a 2-5 assessment, which students must read on their own. Our 2nd-grade students currently take the K-2 assessment, which allows 2nd-grade students to achieve much higher performance levels, as compared to all other grade levels.

These results do not provide an accurate representation of the students' ability levels due to the ease of the assessment. Ms. Nichols recommends switching to the 2-5 assessment next year to better prepare students for 3rd grade and yield performance results that represent students' ability levels more accurately. Discussion followed and more concerns were shared regarding the use of the K-2 assessments. The committee agreed that the assessment will be changed districtwide beginning Fall 2019.

Literacy Support Across the Curriculum

Ms. Rozier provided an overview of the workshops she has conducted after school to support Science and Social Studies teachers with incorporating reading in their instruction. She emphasized the more workshops we offer, the more teachers will be reached. Ms. Rozier provided information on an upcoming "Close Reading" workshop after school on December 10th for 5th-grade teachers (see attached handout).

MTSS Process

Ms. Fishman discussed her plans to train Brook's staff on MTSS processes and requirements. She will be piloting a new Math Intervention called Dreambox at Brooks, Bryant, and Angelou since those schools don't use iReady.

Ms. Nesbit inquired about the usage of Imagine Learning licenses. Discussion followed and concerns were expressed regarding Special Education and middle school students' access to the program. Ms. Fishman expressed that there are not enough licenses to accommodate these requests. Currently, all K-2 students, EL students and Tier 2 & 3 3rd-5th grade students have access. Efforts will be made to provide all Special Education students at Brooks with access.

Ms. Fishman expressed the need to hire an Interventionist at Brooks to support Tier III students. Currently, these students are not receiving the intensive services they need. Ms. Nichols and Mr. K both support this recommendation and will present this request to the Personnel Committee.

Instructional Support for Special Education Students

Dr. Bounds shared that Case Managers are meeting monthly with teachers.

Math Curriculum Updates

Ms. Dowling provided an update on the Math Committee's progress with completing the new Math Curriculum Guides. All of the grade levels have completed their Scope and Sequence and are not working on their Unit Guide. A sample copy of 4th grade's Scope and Sequence and Unit 1 was provided and reviewed with the Committee (see attached). Ms. Nichols commended all of the instructional coaches on their dedication, progress, and hard-work.

Adjournment

6:29 p.m.

Next meeting is scheduled for Wednesday, February 6, 2019

**Grade 4 Unit/Module 1 Place
Value/Add/Subtract/Multiply/Divide
(Module 1 and 3 Eureka)
August
September**

Standards:

4.OA.A.1 4.OA.A.2 4.OA.A.3 4.OA.B.4 4.NBT.A.1 4.NBT.A.2 4.NBT.A.3
4.NBT.B.4 4.NBT.B.5 4.NBT.B.6 4.MD.A.3.

I Can Statements:

Multiplicative Comparison (4.OA.1)

I can interpret a multiplication equation as a comparison of the factors to the product
I can represent verbal statements of multiplicative comparisons with equations

Multiply or divide for word problems with drawings and equations (4.OA.2)

I can solve word problems involving multiplicative comparisons with a symbol for the unknown using multiplication and division

Multi-step word problems (4.OA.3)

I can represent word problems with an equation using a letter for an unknown
I can solve multistep word problems with whole-number answers using the four operations, including problems in which remainders must be interpreted
I can assess the reasonableness of answers using mental math and estimation strategies

Factor pairs/prime or composite (4.OA.4)

I can explain the relationship between a factor and a multiple
I can recognize if a number 1-100 is a multiple of a single digit number
I can recognize if a number 1-100 is prime or composite
I can explain why 1 is neither prime nor composite
I can find all the factor pairs of a whole number 1-100

Area and perimeter (4.MD.3)

I can use a formula to find the perimeter and area of a rectangle in real world and mathematical problems

Place value as multiplicative comparison (4.NBT.1)

I can recognize that in a multi-digit number, up to one million, a digit in a place represents 10 times as much as the digit in the place to its right

Read, write and compare multi-digit numbers (4.NBT.2)

I can read and write multi-digit whole numbers using base-ten numerals, number names and expanded form
I can compare two multi-digit whole numbers based on the value of the digits in each place
I can use what $<$, $>$, and $=$ symbols to record my comparisons of tow multi-digit whole numbers to any place

Round multi-digit whole numbers (4.NBT.3)

I can use what I know about place value to round multi-digit whole numbers up to 1,000,000

Add and subtract multi-digit whole numbers (4.NBT.4)

I can fluently add multi-digit whole numbers using the standard algorithm

I can fluently subtract multi-digit whole numbers using the standard algorithm

Multiply 4-digit by 1-digit, 2-digit by 2-digit (4.NBT.5)

I can multiply a number with up to two digits by two digit numbers using strategies based on place value and properties of operations

I can multiply a numbers with up to four digits by a one-digit whole number using strategies based on place value and properties of operations

I can illustrate and explain calculations using equations, rectangular arrays, and/or area models

Divide 4-digit by 1-digit, interpret remainders (4.NBT.6)

I can find the whole number quotient of a division problem with up to four-digit dividends and one-digit divisors using strategies based on place value, properties of operations, and/or the relationship between multiplication and division

I can illustrate and explain division calculations using equations, rectangular arrays, and/or area models

Textbook Alignment:

Module 1 Eureka

All Lessons, 1-19, but for rounding be selective.

Module 3 Eureka

All Lessons, 1-38, but condense lesson 4,5, and 6.

Vocabulary:

millions, ten millions, hundred millions, addends, algorithm, compose, decompose, difference, endpoint, equation, expression, expanded form, halfway, number line, number sentence, place value, standard form, sum, tape diagram, unbundling, word form.

RIGOR Supplemental Resources

Conceptual Understanding	Procedural Skills & Fluency	Application
<p>Zearn.org Prodigy</p>	<p>PARCC Released Items Study Island/I-READY</p>	<p>MARS TASKS</p>
<p>Zearn-Mission 1,3</p>		<p>2013-2010 Visiting a Theme Park</p>

		2013-2010 Tent Trouble
		2013-2010 Sally's Muffins
		2013-2010 Boxing the Pots
		2013-2010 Sum Bugs
		2013-2010 Fair Play
		2014 Mission Field Trip
		2017 Time to Build
NOTES		

4th Grade Scope & Sequence

Unit Time Frame	Standards All standards that aligned to a PARCC Type II writing question will have a red 4C after them.	Textbook Alignment
<p>Unit 1</p> <p>Place Value, Rounding and Algorithms for Addition and Subtraction</p> <p>Multi-Digit Multiplication and Division</p> <p>Module 1- August, September,</p> <p>Module 3- October, November</p>	<p>4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 4.C.5-1 & 4.C.6-1</p> <p>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p>4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. . 4.C.3</p> <p>4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. . 4.C.3</p> <p>4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place. 4.C.3</p> <p>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.C.1.1</p> <p>4.NBT.B.6 . Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.C.1.2, 4.C.2</p> <p>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</p>	<p>Module 1 & 3 Lessons</p> <p>Module 1 All Lessons, 1-19, but for rounding be selective.</p> <p>Module 3 All Lessons, 1-38, but condense lesson 4,5, and 6.</p>
<p>Unit 2</p>	<p>4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.</p>	<p>Module 5 Lesson</p>

Major Standards 75%

Supporting Standards < 20%

Additional Standards < 10%

4th Grade Scope & Sequence

<p>Fraction Equivalence, Ordering, and Operations</p> <p>November, December, January</p>	<p>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. 4.C.4-1 & 4.C.5-2 & 4.C.7-1</p> <p>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. 4.C.4-1 & 4.C.5-3 & 4.C.7-2</p> <p>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <p>4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 4.C.4-2 & 4.C.5-4 & 4.C.7-3</p> <p>4.NF.B.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$</i> 4.C.4-2 4.C.5-4</p> <p>4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. 4.C.5-4 & 4.C.6-2</p> <p>4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. 4.C.5-4 & 4.C.6-3</p> <p>4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 4.C.5-4</p> <p>4.NF.4a Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. 4.C.4-3 & 4.C.5-4 & 4.C.7-4</p> <p>4.NF.4b Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. 4.C.4-4 4.C.5-4</p> <p>4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. 4.C.5-4 & 4.C.6-3</p> <p>4.OA.C.5 . Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</p>	<p>All lessons.</p>
<p>Unit 3</p> <p>Decimal Fractions</p> <p>January February</p>	<p>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100.</p> <p>4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. 4.C.4-5 4.C.5-5</p> <p>4.NF.6 Use decimal notation for fractions with denominators 10 or 100 4.C.4-5 & 4.C.5-5</p> <p>4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to</p>	<p>Module 6</p> <p>Lessons 1-16 all lessons</p>

4th Grade Scope & Sequence

	<p>the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p>4.C.4-5 & 4.C.5-5</p>	
<p>Unit 4</p> <p>Unit Conversions and Problem Solving with Metric Measurement</p> <p>Exploring Measurement with Multiplication</p> <p>February</p> <p>March</p>	<p>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>4.C.1.1</p> <p>4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table.</p> <p>4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p>Module 2 & 7 Lessons</p> <p>Module 2 all lessons-1-5</p> <p>Module 7 all lessons-1-18</p>
<p>Unit 5</p> <p>Angle Measure and Plane Figures</p> <p>March</p> <p>April</p> <p>May</p>	<p>4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p>4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p>4.MD.C.5ab Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <p>a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a "one-degree angle," and can be used to measure angles.</p>	<p>Module 4 Lessons</p> <p>all lesson-1-16</p>

Major Standards 75%

Supporting Standards < 20%

Additional Standards < 10%

4th Grade Scope & Sequence

b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

Illinois Quality Framework Rubric

Standard I - Continuous Improvement

In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning for all students.

Indicators	Ratings	Response
<p>Indicator A: Focused and Coherent Direction The district leadership team establishes a coherent and collaborative approach for improving student performance based on the established vision/goals and implements a comprehensive district continuous improvement process.</p>	Ineffective	There is no established District Leadership Team in place; therefore, all elements were rated ineffective.
<p>Indicator B: Processes and Structures The school(s) leadership team establishes a well-defined structure for building professional relationships and processes necessary to collaboratively engage all school-level stakeholders in actions to increase student learning through the implementation of a comprehensive school continuous improvement process.</p>	Accomplished	Evidence includes an established School Improvement Team with meeting artifacts (sign-in sheets, agendas, minutes). A completed school improvement plan with established goals, timelines and actions for improvement. Also included is a narrative which outlines the collaborative structure the School Improvement Team utilizes when engaging in problem-solving processes.
<p>Indicator C: Monitoring for Results The district and school leadership teams collaboratively monitor changes in practice and implement adjustments, evaluate the results of student learning for all groups of students, and communicate the progress to all stakeholders. (Equity connects to Standard IV/ Indicator C)</p>	Ineffective	There is no established District Leadership Team in place; therefore, all elements were rated ineffective.

Standard II Culture and Climate

In order to ensure desired results of improved teaching and learning, successful districts and schools must cultivate safe and stabilized learning environments.

Indicators	Ratings	Response
<p>Indicator A: Shared Vision and Goals The district and school(s) have aligned vision statements and goals that support a learning environment that is physically, socially, emotionally, and behaviorally safe and conducive to learning.</p>	<p>Emerging</p>	<p>There is an established vision statement for both the school and district; however, the district's statement does not reference a safe learning environment. Also, no district goals have been identified.</p>
<p>Indicator B: High Expectations for All The school culture supports educators in practicing effective and responsive instruction to meet the needs of the whole child and promotes the celebration of district, school, and student improvement.</p>	<p>Emerging</p>	<p>Evidence includes established BPAC meetings for EL students, monthly roundtable meetings for Special Education students, bi-monthly school improvement meetings, a board approved MTSS plan, monthly district-wide curriculum meetings, an annual professional development plan. Meaningful celebrations of student improvement include individual teacher incentives, school-wide end of the year celebration, quarterly honor roll breakfast and schoolwide incentives for attendance and performance on the local MAP assessment.</p>
<p>Indicator C: Safe and Engaging Environments The district and school climate supports the whole child and well-being of all students and personnel, contributing to an engaging and inclusive learning community.</p>	<p>Accomplished</p>	<p>A Safety Coordinator was recently staffed at Brooks to ensure a safe learning environment for both students and staff. In addition, an Adjustment Teacher is staffed at the school to help support students with severe behavioral needs. Several activities are currently in place to support the physical, cultural and socio-economic needs of the students. They include annual dental, vision and hearing screeners, glasses for students in need, coat drives, free breakfast and lunch, Parent Universities and monthly SAFE meetings with community stakeholders, and support for homeless students. Efforts to support and engaging and inclusive environment for staff include provisions for common planning times, Chromebooks provided to staff to support increased collaboration and regular department and staff meetings.</p>

Standard III Shared Leadership

In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.

Indicators	Ratings	Response
<p>Indicator A: Administrative Leadership The administration actively models and fosters a positive learning environment in which staff members feel valued and are challenged to be engaged and grow professionally.</p>	<p>Exemplary</p>	<p>Staff members have expressed great appreciation for the leadership provided by the School Administrative team. This is demonstrated via staff communications, regular professional development opportunities, acknowledgment of staff during meetings and a drafted staff appreciation meeting.</p>
<p>Indicator B: District and School Level Teams The district and school level teams collaborate to continuously collect, analyze, and apply student learning data from a variety of sources, including comparison and trend data about student learning, instruction, program evaluation, organizational conditions, and fiscal resources that support student learning.</p>	<p>Emerging</p>	<p>Regular meetings are scheduled with both district and school staff to review and analyze PARCC and MAP performance results. Monthly walkthroughs are conducted in all schools to support the continuous improvement of student learning. Additional guidance is needed with implementing the MTSS process and integrating data from various systems to identify and develop common improvement goals.</p>
<p>Indicator C: Teacher Leadership The teachers actively model and foster a positive school environment in which educators and all students feel valued and are challenged to be engaged and grow.</p>	<p>Accomplished</p>	<p>A schoolwide PBIS plan is in place and supported by all staff. In addition, teachers have incorporated individual reward systems in their classes acknowledged and rewarded for academic improvement and demonstrating positive behavior.</p>
<p>Indicator D: Student Leadership The students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.</p>	<p>Emerging</p>	<p>The school operates a Student Council program and provides opportunities for students to be peer leaders and Principal for a Day. There is a need to expand opportunities for students to participate in service-learning projects.</p>

CLOSE READING GAME PLAN WORKSHOP - MONDAY, DECEMBER 10, 2018 (Holmes)
WORKSHOP AGENDA

Purpose:

To break down a close reading strategy in order to converse with the author in multiple ways.
To develop students' ability to read rich, complex text independently and proficiently.

Description: This close reading strategy breaks close reading in to 5 components. Components 2 - 5 have specific focuses yet offer teacher and/or student flexibility in determining how each focus is addressed. For example, Component 2, Chunking, requires students to chunk the text into useable sections. However students are able to chunk the text in whichever way they feel is most viable for them, not for the teacher. As a reflective piece, the teacher may ask students to justify or defend their "chunks" to get students thinking about their decisions.

Our workshop today is divided in to 4 tasks:

Task 1 - Introducing the components.

Task 2 - Creating a teacher model. Whole group instruction. Text A

Task 3 - Check for understanding. Small group work (4) Text B

Task 4 - On your own. Independent pair work (2) Text C

Materials:

- Close Reading Game Plan (laminated)
- 3 text excerpts (all from Esperanza Rising)
- Colored pencils for marking the text
- Individual dry erase boards + markers
- Chart paper + markers
- Post it notes
- Highlighters

Takeaways:

- Standards-based question cards
- Point of View handouts

SHARE-OUT! For students to annotate in a way that empowers later discussion, they must do two things: mark only the most important sections, and then stop to write down their thinking in words.¹ Remember, close reading and annotation are not exercises in highlighting. 😊

¹ from Texts and Lessons for Content-Area Reading; Daniels, Harvey, Steineke, Nancy

Descriptive Statistics

2018 Official Summative Designations

Statistics for 2018	Grade Band	Lowest Performing	Underperforming	Commendable	Exemplary	Total	Lowest/ Underperforming Index Score Threshold	Exemplary Index Score Threshold
	ES	156	550	2084	308	3098	36.9	80.94
HS	48	11	552	68	679	17.16	87.81	
Total	204	561	2636	376	3777			

- Exemplary schools had “all students” index scores at or above 80.94 (ES) or 87.81 (HS)
- Lowest Performing schools had “all students” index scores at or below 36.9 (ES) or 17.16 (HS)
- Underperforming schools had one or more student groups whose index score was below 36.9 (ES) or 17.16 (HS)
- Commendable schools had scores ranging from 80.93 – 36.99 (ES) or 87.78 – 18.41 (HS) but with no students groups whose index scores were at or below 36.9 (ES) or 17.16 (HS)

2018 Elementary/Middle School Summative Designation Indicator Scores Report (Index Score Calculations)

The third step in calculating your summative designation is to multiply your indicator scores by the weights those indicators have in the system, and sum them into an index score. If indicators are missing for a particular student group, the weight of the missing indicators is distributed proportionately across the other scored indicators.

For full information on the business rules associated with these calculations, please see <https://www.isbe.net/Documents/Summative-Designation-Business-Rules.pdf>

Indicator Weights:

Indicator	Weight (if all indicators present)
ELA Proficiency	10%
Math Proficiency	10%
ELA Growth	25%
Math Growth	25%
English Learner Progress to Proficiency	5%
Chronic Absenteeism	20%

* Climate Survey is also included in the summative designation and is worth 5%. All schools receive full credit for this indicator until statewide data is available and can be disaggregated by student group. This indicator adds 5 points to the final index score. Weight from missing indicators is not distributed to this indicator.

To determine the weights of the scored indicators if one or more indicator is missing use the following formula:

$$\text{GroupElaPro} \cdot (.1 + R_1) + \text{GroupMathPro} \cdot (.1 + R_2) + \text{GroupELPtP} \cdot (.05 + R_3) + \text{ELAGrowth} \cdot (.25 + R_4) + \text{MathGrowth} \cdot (.25 + R_5) + \text{ChronicAbsent} \cdot (.2 + R_6) + \text{ClimateSurvey}$$

R_n is the relative weight that needs to be added to each of the remaining variables if one or more of the variables are missing.

W_n is the original respective weight of the given indicator.

For each school:

- Sum up the weights of the indicators that are missing or null
- Sum up the weights of the indicators that have scores
- Use relative weight formula for each indicator
- Input missing indicator scores as 0's, which will eliminate them from the formula.
- Add relative weights to the above formula and calculate.

$$R_n = W_n \cdot \frac{\Sigma(\text{missing weights})}{\Sigma(\text{remaining weights})}$$

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2018 Elementary/Middle School Summative Designation Indicator Scores Report (Index Score Calculations)

	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	EL Progress to Proficiency	Chronic Absent
All	4.84	2.15	11.59	8.98	0.68	15.54
Black or African American	6.53	2.49	10.86	8.10		15.58
Hispanic or Latino	7.12	4.16	14.30	11.39	0.67	16.80
IEP	2.72	0.00	6.63	9.36		10.16
EL	2.25	0.00	17.66	12.37	0.68	17.95
Low Income	6.84	3.15	11.59	8.98	0.68	15.46

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