

HARVEY PUBLIC SCHOOLS DISTRICT# 152

Curriculum Committee

Wednesday, April 3, 2019

5:00 P.M.

Administrative Center

16001 Lincoln Avenue, Harvey, Illinois.

AGENDA

- Call to Order 504
- 2019 Professional Development Needs Assessment
- Summer School 2019 —
- Stock Market Program
- District Math Bowl Winners
- Social Studies Curriculum Committee
- ELA Curriculum Revisions
- Classroom Technology Packages
- MTSS Updates
- Instructional Support for Special Education Students
- Curriculum Items of Significance
- Adjournment 628

Next Meeting Scheduled for Wednesday, May 8, 2019 @ 5:00 P.M

2019 PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT

As we prepare to launch our in-district workshops for boot camp and next school year, we are asking you to complete this survey regarding topics of interest for professional development.

Please complete by April 18, 2019

School

Position

How many professional development courses have you attended outside of the district this year?

Have you utilized the ASCD program to complete any online professional development courses?

How many after-school professional development sessions have you attended this year?

The professional development activities offered by the district this year have enhanced my professional knowledge and helped me improve instruction in the classroom.

Are you willing to attend professional development activities on Saturdays?

Are you willing to attend professional development activities during summer vacation?

Are you interested in presenting workshops on topics you've mastered to your colleagues?

Please rate your level interest for each of the following:

Professional Development Topics	<i>Select one response per topic</i>	
	High Priority	Low Priority
AIMSweb		
Building Effective Relationships with Students		
Charlotte Danielson Framework		
Co-Teaching in an Inclusive Classrooms		
Creating a Collaborative School Climate		
Classroom Management		

Common Core – Math		
Common Core – Reading		
Common Core – Writing		
Culturally Responsive Teaching		
Designing Student Assessments for Instruction		
Differentiated Instruction		
Effective Questioning & Discussion Techniques		
Guided Reading		
Incorporating ELA Across the Curriculum		
Interdisciplinary Team & Teaching		
Math Centers with Make & Take Activities		
Meeting Special Needs of Students		
MTSS		
Next Generation Science Standards (NGSS)		
NWEA - MAP Data Analysis		
PERA – Teacher Evaluation & Student Growth Requirements		
Professional Learning Communities		
Reading Centers with Make & Take Activities		
Student Engagement		
Teaching and Learning with Graphic Organizers		
Teaching with Technology Tools and Web Based Resources		
Other:		

Comments:

Summer School Program 2019

The 2019 Summer School Program will be offered to students in need of additional support in reading and math in grades 2nd – 7th. Special Education students in grades Pre-K – 1st that require “Extended School Year” are also eligible to participate.

Location:	Brooks
Dates:	June 10, 2019 – July 3, 2019 (Mondays – Thursdays)
Schedule:	Staff : 8:30 - 2:15 Students : 9:00 - 2:00
Students:	Student permission slips due to Principals by 5/3/19 Final list of participating students due by 5/10/19
Staffing Needs:	<i>(subject to change based on student enrollment)</i> Summer School Coordinator - (1) Dean - (1) Secretary - (1) Academic Teachers <ul style="list-style-type: none">• Reading & Math Instructors (15)• STEM Teachers - (3)• PE Teachers - (2)• Special Education Teachers - (5 requires LBS1 credentials)• Early Childhood Teacher (require LBS1 & early childhood credentials) Case Manager - (1) Social Worker - (1) Nurse - (1) Speech Pathologist (1) One to One Assistants (TDB) Bus Monitors (3) Crossing Guards (15) Staff Applications are due to Sirlena Thomas May 3, 2019.
Absences:	Staff members are expected to commit to all of the scheduled dates as substitute teachers are not an option.
Curriculum:	ENI Target Teach
Field Trip:	June 20, 2019
Required Meetings:	May 14, 2018 - Academic Teachers Only <u>3:30-5:30 p.m.</u> May 16, 2018 - Academic Teachers Only <u>3:30-5:30 p.m.</u> June 4, 2018 - All Summer School Staff <u>9:00-12:00 a.m.</u>

Resource Highlights

Social Science



Have you checked out the [IL Social Science in Action](http://www.ilsocialscienceinaction.org/) website recently?

Illinois Social Science in Action

HOME ILLINOIS RESOURCES RESOURCE WEBSITES PROFESSIONAL LEARNING INQUIRY SPOTLIGHT CONNECT WITH US



Welcome to the Illinois Social
Science Teacher Website!

If you haven't scoped out the [IL Social Science in Action](http://www.ilsocialscienceinaction.org/) website (<http://www.ilsocialscienceinaction.org/>) recently you may be missing out on some newly released Illinois resources and updated resource websites!

While you're exploring IL Social Science in Action be sure to:

- ◆ Join the [Social Science ListServ](#) for the most up-to-date information throughout the school year!
- ◆ Check out all the Illinois-specific resources under the [Illinois Resources](#) tab.
- ◆ Use the [Standards Glossary](#) to explore misunderstood terms throughout the IL Social Science Standards
- ◆ Explore the [Danielson Correlation for Implementation](#) to see how full implementation of the SS Standards aligns to the Danielson Framework.
- ◆ View inquiry examples from other classrooms in IL and submit your own in the [Inquiry Spotlight](#).
- ◆ Scope out the new and reorganized external websites on the [Resource Websites](#) page! Be sure to scroll down to see websites organized by the different areas of the standards.

K-12 Inquiry Graphics

Inquiry is an ongoing cycle of learning to use knowledge at increasingly complex levels as a way to integrate content. Through the inquiry process, students (individually and or collaboratively) identify issues, pose questions, investigate answers, pose more questions, weigh the evidence, come to conclusions, and take action on their learning.

In the Social Science Standards, inquiry skills are used by students while applying the disciplinary concepts to construct essential and supporting questions and determine helpful sources to conduct investigations and take informed action.

Illinois has created inquiry graphics that illustrate the stages of the inquiry process and guides the process for

incorporating the Illinois Learning Standards for Social Science, particularly the Inquiry Skills portion of the standards. The statements contained in the graphic are suggested steps for each stage of the process. The intention is to support teachers with the goal of engaging students in the inquiry process. Graphics for each grade level can be found on the [Illinois Resources](#) tab of the IL Social Science in Action website.



K-12 Analyzing Source Packets

Analyzing sources should be a part of every K-12 classroom not only because it is specifically addressed in the Illinois Social Science Standards but is also an important part of preparing for college and/or career life. Rather than students glancing through sources or having someone telling them what sources reveal, students should be challenged to become better equipped to analyze sources and come to their own conclusions.

Early this fall, Analyzing Source Packets will be released on the [Illinois Resources](#) tab of the IL Classrooms in Action website. These packets are grade banded (K-2, 3-5, 6-8, and 9-12) and each packet highlights the different types of sources students might encounter. By focusing on the variety of documents, objects, photographs, and oral histories—students can get a glimpse into the past beyond what a textbook can provide. Analyzing sources is crucial to the study of history. They provide tangible links to the past that help students build personal connections to history.

For each type of source, educators are provided with an overview about the source, teacher tips, questions to use in conjunction with the source, strengths and limitations of that type of source as well as sample graphic organizers students can use when analyzing the source. In addition, teachers can find lesson plans integrating the use of sources.

Be sure to sign up for the [Social Science ListServ](#) and check the [Illinois Resources](#) page to get this great resource as soon as its released!

K-5 Children's Literature Connections to Social Science Standards

Children's literature can be a great resource when teaching the Illinois Social Science Standards! Of course, just reading a book does not teach a standard. However, they can be used to introduce a lesson, unit, or concept; supplement a lesson or unit; provide additional information for specific topics/standards.

Coming soon to the [Illinois Resources](#) tab, educators will be able to access Children's Literature Connections Lists for each individual grade level K-5. Each packet provides a list of children's books that may assist teachers with connections to the Illinois Social Science Standards.

Included in each packet are books to assist with the Inquiry

Skills Standard of taking informed action as well as books to assist with the Civics, Economics, Geography, and History Standards. Each book is listed with a brief description of the text as well as the standard to which it is connected.

Eager to get started before the whole packet is released? Check out [this great resource list](#) from Kath Murdoch to inspire inquiry through picture books. Remember, check back on the [IL Social Science in Action](#) website for frequent updates to Illinois Resources throughout the year. You can even sign up for the [Social Science ListServ](#) to be personally notified when new resources are released!

Harvey Innovative Teacher Program Proposal

A 12-month program of professional growth designed to improve student learning and promote innovative use of instructional technology in the classroom.

- Begins with Google Summer Academy (June 4-7 @ 9:00AM-3:00PM) and culminates with Google Certified Educator exam that will certify all participating teachers*. (*Pending passing score) Cost = \$10/teacher
- Required participation in after-school EdTech workshops. Minimum of 2 hours/month (Aug-May)
- Required one-on-one Instructional Technology coaching sessions. Minimum 90 minutes/month (Aug-May)
- Complete Innovative Teacher Digital Portfolio with minimum of 15 artifacts

Google Summer Academy Schedule @ Brooks Middle School

Date	Morning Session	Afternoon Session
June 4, 2019	HyperDocs with Google Docs Choose Your Own Adventure with Google Slides	Digital Quizzes, Bell Ringers & Formative Assessments with Google Forms Create a virtual class with Google Classroom
June 5, 2019	Organizing Files in Drive & Advanced File Sharing in Google Drive	Creating a YouTube Channel & Flipping your Classroom
June 6, 2019	Building a Digital Portfolio with Google Sites	BenQ Interactive Board Training
June 7, 2019	Google Certified Education Exam Prep	Google Certified Exam Level 1

How participants will apply to participate in the pilot program:

- Teachers will apply via a digital application process.
- Interested candidates will agree to complete each of the requirements of the program and describe their interest in promoting instructional technology within their school.

What teachers will receive in exchange for completion of the program:

- Stipends according to the extra duty salary rate.
 - A classroom set of 25 Chromebooks
 - A Digital Document Camera
 - A BenQ Interactive Board
 - Google Certified Educator Level 1 Training from Google Certified Trainer
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Costs Analysis

THIS EVENT IS FREE AND OPEN TO THE PUBLIC

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7



Official Selection 2016

sundance
film festival



RESILIENCE

THE BIOLOGY OF STRESS & THE SCIENCE OF HOPE

Saturday, May 4, 2019
10 am to 12 noon

MOVIE AND PANEL DISCUSSION

The documentary RESILIENCE, chronicles the birth of a new movement among pediatricians, therapists, educators and communities, who are using cutting-edge brain science to disrupt cycles of violence, addiction and disease.

BROOKS MIDDLE SCHOOL
14741 WALLACE
HARVEY, IL 60426



Please register to reserve your seat:

Phone: (708) 228-5556 OR Link: <https://bit.ly/2TGfcXR>



2019 ELA CURRICULUM MAP REVISIONS

	WHAT'S WORKING	AREAS OF IMPROVEMENT
KINDERGARTEN	The addition of extra sight words. The students are learning way more.	Not enough questions in the assessment to get a true picture
1ST	<p>Texts from Basal align well. Teachers are realizing we are teaching standards not stories.</p> <p>-Anchor texts (all units) found within the wonders program are not accessible for the ELL classrooms. Having a hard copy would help. Ordering spanish versions of these books would be great as well!</p> <p>-ELL classrooms have Maravillas, supporting texts generally match up well. The exception being stories from the "big books.</p> <p>Unit 5 thanks for choosing an anchor text from raz-plus; they had the Spanish and English versions available!</p>	<p>List what what page and unit in the TE manual the story is in.</p> <p>Add more activities and resources that align like they are doing in the math curriculum</p> <p>assessments for units 1 and 2 could stand to be shorter. This would allow students at this age level to become familiar and comfortable with test taking norms.</p> <p>Unit 3 summative assessment was too long, Kids lost interest and the test had to be broken up over multiple days</p>
2ND		<p>More questions in summative assessments.</p> <p>Are tests being read aloud or independently?</p>
3RD	<p>Wonders Assessments are wonderful and if you can login into Connect-Ed students can take online and reduce paper use.</p> <p>Love Anchor Texts and the books that came with class</p>	<p>Would like student copies of anchor texts.</p> <p>We need to incorporate writing.</p> <p>Want to add resources from: www.teachersguide.com for</p>

	<p>sets</p> <p>The binder is so helpful! I love the way it is has been laid out with the focus and supporting standards and the option of many different stories and texts to use. It still gives us so much freedom to find things that are applicable to the standards and our particular students needs.</p> <p>I loved doing an author study on Patricia Polacco! I found so many great (FREE!) resources to go along with her and her books.</p>	<p>each unit.</p> <p>I did not like the PARCC Performance Based Assessment "Rollo's Museum" and "Rollo in the Woods". Even modifying it for certain students, it is written with language they just do not understand. It seemed like Olde English or something. I think it should be taken out as an option for the end of unit summative.</p>
4TH		<p>Answer Keys needs to be added. A few typos with wrong page numbers.</p> <p>Doesn't flow- Very choppy.</p> <p>Had to add a lot of extra resources</p> <p>Timing is off- but this can be easily adjusted. Some off the units don't fit into the timelines with interruptions, programs, time to cover deeper content.</p>
5TH	<p>Rich choice in literature</p> <p>There are also 5th grade texts in Study Sync. Let's take a closer look at Study Sync when developing/ revising 5th grade maps. If there is justification, consider</p>	<p>Some novels are complex- decide if we are using excerpts or whole novel. As a group decide which excerpt will be used.</p> <p>Number of copies used for novels. Esperanza Rising</p>

	<p>buying more licenses for 5th grade teachers</p>	<p>was ordered for Bryant/Angelou</p> <p>Do we want to amend this text?</p> <p>Recommend changing anchor texts to short informational/literary texts or excerpts with both Spanish and English versions available</p> <p>Make sure supporting texts align with focus standards, not supporting standards; teachers have stated that the maps are not aligned/connected to standards assessed - revisit</p> <p>Consider using other Wonders texts to teach standards keeping in mind that Common Assessment comes directly from Wonders (Matthews recommendation)</p>
6TH	<p>Study Sync is being used by ELA and Social Studies instructors at some level.</p>	<p>Special Ed teachers not using resources; reading levels to high</p>
7TH	<p>Study Sync is being used by ELA and Social Studies instructors at some level.</p>	<p>Call of the Wild print to small to read</p> <p>Special Ed teachers not using resources; reading levels to high</p>
8TH	<p>Study Sync is being used by ELA and Social Studies instructors at some level.</p>	<p>Special Ed teachers not using resources; reading levels to high</p>

<p>GENERAL</p>		<p>Develop standards for grading/add scoring points column to answer keys - ELA Common Assessments</p> <p>Develop a user's manual (do's/don'ts/discretionary) for ELA common assessments - goes to teachers and principals</p> <p>Discuss scheduling: How much of an unit can realistically be covered during IAR testing? Other schedule exceptions... holidays, breaks, etc.</p> <p>Make sure all teacher keys have score points assigned to each question so that all scoring is consistent.</p> <p>Need for differentiation. Involve Special Ed instructors in the development/revision process so that relevant, viable accommodations/modifications can be included</p> <p>Teachers need to be trained on stopping and questioning, not just playing story aloud on smart board.</p> <p>Alignment of small group books, spelling, language arts.</p> <p>Incorporate writing.</p> <p>Summative reading is too difficult for students.</p> <p>More scaffolding needs to be included. Especially for struggling, EL students, or</p>
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		<p>difficult concepts.</p> <p>Consider incorporating as an additional section in map, recommendations for mini lessons to teach the focus standards using the assessment as a stepping off point.</p>
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Second Grade

Harvey School District 152 Instructor Curriculum Feedback Form

Directions: As you move through the curriculum map and common assessment, please record feedback, comments, proposed revisions, etc. for that element. Feedback will be used to modify these products in an effort to improve their effectiveness for the next school year.

ELA : FEEDBACK/REMARKS/CONCERNS

Please give feedback on the units you have already completed.

UNIT	CURRICULUM MAPS	COMMON ASSESSMENTS
1	<p>I like Unit 1 (Fairy-Tales) It was a fun unit to start the year. Using Reading A-Z was good, but feel we could have pulled more from Wonders with this unit, since the district has spent an enormous amount of money on it.</p> <p>The phonics/grammar the way it is set up in the binder, is NOT the way second grade should begin the year. They have us beginning with commas in a series. We need to start with sentences, and punctuation. So we incorporated Wonders and have followed this until we received Plaid Phonics.</p> <p>*We need to incorporate this Phonics within the binder as we make changes, so everyone is on the same page.</p> <p>*Also, the way Wonders is referenced with stories, needs to be clearer. It needs to say what Unit, Week, and book it comes out of.</p> <p>*Most of the Practice Book pages aligned with the standards in the unit.</p> <p>*As a grade team, we incorporated several items from www.teacherspayteachers.com and www.theteachersguide.com</p> <p>* We also used other versions of other fairy tale trade books with a unit I used in years past. The students enjoyed it.</p>	<p>The common assessment was extremely challenging for the students. We had to read it to them. The students have to be taught how to find evidence in the text. Many students struggled to read it. *Maybe this will be easier next year, since the students will have already been exposed to questions like these? Or do we need to make this one shorter, to ease them into the school year and boost confidence?</p> <p>Writing On Demand: "Superhero Joey" we went over together and wrote the response together, as most of my class had never written like this before. "Airplane Trip" the students had an easier time. The students could verbally answer the response, but writing down their thoughts was a challenge.</p>

	<p>*Since there was a focus on sight words and aligning them with every grade, (2nd was good), we created weekly assessments for each list with every unit.</p> <p>*As a team, we pulled in a STEM activity with the story of The Three Little Pigs.</p>	
2	<p>Unit 2: Nature Anchor Text: <u>The Great Kapok Tree</u> The students loved this story! Focus standards: RI 2.2 (main topic and details) RI 2.5 text features</p> <p>The stories that came from Wonders were easy for the students to grasp the standards and learn text features. One of the issues we found was that one of the supporting stories <u>The Salamander Room</u> was housed with the anchor texts (that came very late in the year) and it was just listed in the binder. We pulled it up on youtube and used it as a read aloud that way.</p> <p>*Practice Book pages "Roller Coaster Science" was not the correct standard for this unit, so we pulled a page that did called "Opossums." *Again used supplemental materials from TPT and The Teacher's Guide.</p> <p>*These standards are important for second grade, but this unit is too long (6 weeks). 3-4 weeks would be long enough to stay on these standards.</p> <p>We missed some key concepts that I will add at the end.</p>	<p>Summative Assessment: Again was very challenging. It went along with our focus standards. Students still struggled with this. It was read to them. This assessment needed to be in color, because one the questions asks about the illustration. It would have been easier overall for the students if it was in color. Written response: The students could verbalize, but writing their thoughts was a challenge.</p> <p>On Demand Writing: For this unit, it was focused on Comparing and Contrasting, not the focus standard of Main Topic and details. Although, it did ask the students to find evidence and use text features, shouldn't have focused on the focus standard for the unit?</p>

3	<p>Unit 3: Fables Anchor Text Arnold Lobel-Fables Some of these the students understood, some were way over their heads.</p> <p>They loved this unit! The length of the was good (5 weeks) We used most of the texts they suggested. We added a few fables in also: The Elves and the Shoemaker, The Little Red Hen, and The Magic Fish, Betsy Who Cried Wolf.</p> <p>*We also incorporated supplemental materials for grammar, phonics, and standards from TPT, TTG</p>	<p>Summative Assessment: The students enjoyed the story. Some read it on their own, I still had to read to some students. There was no writing response with this assessment.</p> <p>On Demand Writing: Students could verbalize what they wanted to say. Some could write their thoughts, others it was still a huge challenge. We focused on the King Midas story.</p>
4	<p>Unit 4: Realistic Fiction Anchor Text: Too Many Tamales Great anchor text. This unit my students really grasped.</p> <p>Good Wonder stories, we added A Letter to Amy Unit was a little long, could be shortened. Pulled in resources from TPT, TTG</p>	<p>Summative Assessment: This is probably the best one of the binder so far. My Students could overall complete independently.</p> <p>*Writing On Demand: Focused on Grace, students could form thoughts and write them!</p>
5	<p>Unit 5: Non Fiction Anchor Text: Separate Is Not Equal 6 weeks We are currently in this unit. It seems way too long. I don't think we need to spend 6 weeks on Author's Purpose. There are concepts we need to focus on that we missed. The students are grasping it.</p>	

6	Unit 6 poetry 4 weeks	

Unit 7: Best of Second Grade. 5 weeks. It looks like a review unit. I'm okay with it. I was going to suggest doing a review unit. I was confused when I looked at it, and the focus standards were the same as other units.

Overall, we need to make changes. The binder is very choppy. It doesn't flow. It feels as though we are jumping around. Reading was very different this year for some reason. We need to see how we can do this. We need to add in the Plaid Phonics and other writing components. I noticed the binder didn't cover Cause and Effect, Fact and Opinion, Context Clues (3rd grade says we need to work on these), sequencing (even though we can say we covered it in Unit 4 with beginning, middle, end, we still need to add this in).

Monthly On Demand Assessments stopped in November for grade 2.

The column Formative Assessments in the binder says the same thing throughout all units.

I know the second grade team worked hard on this binder, we just need to make changes for better flow.