

**Curriculum Subcommittee Meeting  
Wednesday, February 1, 2012 5:30 PM  
Central Services**

**I. Curriculum Director's Monthly Report**

**Attachments:**

Monthly Curriculum Report - January 2

**II. Language Arts Update**

**Attachments:**

Language Arts Action Plan 4

Language Arts Action Plan Update 10

**III. New Text: The Hunger Games**

**Attachments:**

New Text Eval Form - The Hunger Games 11

**IV. Summer School Update**

**V. Other**

## Monthly Curriculum Sub Committee Report

From: Diane Dugas, Director of Curriculum, Teaching and Learning

Date: January 2011

### Professional Development:

- Participation in State Presentation on Executive Functioning as it relates to preschool and kindergarten program development
- Standards Based IEP training
- K-8 Learning Principals
- HS work on NEASC and school-wide rubrics
- Leadership Academy – Aspiring leaders meet monthly to develop leadership capacity
- Participation in National Legislative Conference
- Application of Google app's to the technology committee
- Facilitation and participation in cultural awareness book club (18 staff members district-wide) sponsored by CREC - Creating the Opportunity to Learn.

### Curriculum:

- Curriculum Committee Work:  
During the month of January the following curriculum committees met to continue deepening awareness of standards, developing units and designing assessments: Math, Science, Art, Music and PE.
- Developmental Guidance Curriculum Committee.

### Other Committee Work:

- Central office leadership team with DCP: Ongoing implementation of communication plan and action planning process to reach fall 2012 implementation goals.
- Attendance at the Granby Prevention Council – Drug Presentation
- Student Success Plan Committee – The Group is developing Student Success Plans for all students in grades 6-12; Hartland Principal and teacher are joining our planning.
- Technology Committee – Second meeting to work on developing revised 3 year technology plan.
- Early Childhood Committee meetings – Meetings to plan the implementation of the integrated preschool and full day kindergarten.
- TEAM Coordinating Committee – Required to meet 4 xs per year, January meeting focused on new module and planning of three support sessions for new teachers and mentors.

### Other:

- Budget – Ongoing budget processes.
- Ongoing work with TEAM (new teachers) – Module 5 training this week.
- SIIP – Participation with Bob Gilbert and Anna Forlenza Baily through the Connecticut Center for School Change on alignment and coherence of school improvement initiatives to district and Superintendent theory of action.

- 7-12 Intervention Work - Facilitated identifying tier I, II and III interventions and criteria for entrance and exit criteria for 9-12 LA.
- District Testing Coordinator - Preparation for CMT/CAPT, update meetings with staff, administrators and building testing coordinators.
- Collaborative Planning with SERC on our equity and cultural awareness work
- Ongoing collaboration with our district data expert to make revisions to our data management system to reflect more in-depth data analysis of our district benchmarks to support student growth.

### **Monthly Meetings:**

District Ad Council – Emphasis on creating the structures to support focused time on instructional leadership to advance student learning.

Elementary Ad Council Meetings – Opportunities to advance LA curriculum work, roll out of interventions.

Principals Seminar – Three book study on Teacher Supervision and the importance of meaningful feedback to impact teacher practice.

Monthly Walkthrough's – Worked collaboratively with Kearns Principal to facilitate walkthrough and debriefing focused on student discourse.

Bi Monthly building Administrator meetings – Discussions around DCP work and district and school strategic improvement plans.

District Leadership Team meetings – Reorganization of this group's time for increased involvement in curriculum committees

K-12 Language Arts meetings- Inclusion of two consulting teachers Elaine Chagnon and Jessica Beecher, annual focus on coaching issues in enhancing teacher capacity

PLC Team meetings – As requested.

Superintendent meetings – Ongoing daily communication and district level planning

BOE meetings

ELL tutor – monthly updates

## Action Plan and Timeline – November 2011 through June 2012

### K-2 Reading

<b>Task</b>	<b>Who's responsible</b>	<b>Timeline</b>	<b>Outcome/Product</b>	<b>Progress Monitoring</b>
Orient teachers to non-fiction resources ( <i>Comprehension Tool Kit</i> , IDR, mentor texts)	LA consulting teacher	October	Non-fiction texts, lesson plans, expanded libraries	LA consulting teacher, principals, literacy specialists
Use resources to increase non-fiction to build background knowledge content vocabulary	Teachers with support from literacy specialists	November – June in grade-level meetings	Non-fiction texts/resources specified for each unit	Literacy specialists
Increase goal-oriented “purposeful talk” in instruction and focus written response on text-dependent tasks (main ideas, evidence)	Teachers with support/coaching of literacy specialists	November - June	Regular use of student-student discourse in discussing text, text-dependent questions	Principal, literacy specialist
Analyze benchmark assessments to identify and target “cusp” (yellow) students for extra support	Literacy specialist to facilitate 5-Step data conversation with grade-level PLC teams	October and January	List of targeted students for Tier I and II support	Literacy specialist
Increase opportunities for independent reading and monitor through conferencing and logs	Teachers with support/coaching of literacy specialists	November - June	Reading logs	Principal and literacy specialist

### K-2 Writing

<b>Task</b>	<b>Who's responsible</b>	<b>Timeline</b>	<b>Outcome/Product</b>	<b>Progress Monitoring</b>
Analyze benchmark writing prompts to target “cusp” (yellow) students for extra support	Literacy specialist to facilitate 5-Step data conversation with grade-level PLC teams	November and January	List of targeted students for Tier I and II support	Literacy specialist
Incorporate writing for real audiences	Teachers with support from literacy specialist	November - June	Performance assessments	Principal and LA supervisor
Ensure explicit instruction / practice in writing traits and composing/revising through mentor texts, student self-reflection and teacher and peer feedback	Teachers with support from literacy specialist	November - June	Evidence of student work in writing process (drafting, revising, publishing, self-reflection)	Principal and LA supervisor
Align grade 2 writing rubric with CMT rubric for grade 3	Grade 2 team with support from literacy specialist and principal	December	Revised grade 2 writing rubric	Principal, LA supervisor

Revise grade K and 1 writing rubrics	Grade K and 1 teams with support from literacy specialist and principal	December	Revised grade K and 1 writing rubrics	Principal, LA supervisor
Audit and analyze sample of writing folders to clarify expectations for organization and feedback	K-6 Literacy team	January	Clarified expectations for writing folders	Principal, LA supervisor

### 3-6 Reading

<b>Task</b>	<b>Who's responsible</b>	<b>Timeline</b>	<b>Outcome/Product</b>	<b>Progress Monitoring</b>
Increase opportunities for independent reading and monitor through conferencing and logs	Teachers with support/coaching of LA consulting teacher, literacy specialists	September - June	Reading logs	Principals and literacy specialists
Orient teachers to non-fiction resources ( <i>Comprehension Tool Kit</i> , IDR, mentor texts)	LA consulting teacher	October	Non-fiction texts, lesson plans, expanded libraries	LA consulting teacher, principals, literacy specialists
Use resources to increase non-fiction to 50% to build background knowledge content vocab/ improve DRP	Teachers with support from literacy specialists and LA consulting teacher	November to March at team meetings	Non-fiction texts/resources specified for each unit	Literacy specialists
Analyze fall DRP and identify and target "cusp" (yellow) students for extra support	Literacy specialist to facilitate 5-Step data conversation with grade-level PLC teams	November and January	List of targeted students for Tier I and II support	Principals and LA supervisor
Orient teachers to DRP materials and model strategy instruction as necessary	Literacy specialist and LA consulting teacher	November - December	DRP strategy materials	Principal
Incorporate DRP strategy practice and February prep unit using resources and modeling	Teachers with support and modeling from LA consulting teacher	November - March	DRP prep unit	Literacy specialists review progress monitoring of strategies
Increase close reading of non-fiction text (main ideas, evidence, etc.), purposeful talk and text-dependent questions in instruction	Teachers with coaching of literacy specialists	December - June	Text dependent questions, student discourse and written responses	Literacy specialists

### 3-6 Writing

Task	Who's responsible	Timeline	Outcome/Product	Progress Monitoring
Analyze benchmark prompts to identify target "cusp" students for extra support	Literacy specialist to facilitate 5-Step data conversation with grade-level PLC teams	September, January and April	List of targeted students for Tier I and II support	Literacy specialists
Explicit instruction / daily practice in traits and process including student reflection and teacher / peer feedback	Teachers with support from literacy specialist	November - June	Evidence of writing process (drafting, revising, publishing, self-reflection)	LA consulting teacher
Audit / analyze sample of writing folders to clarify expectations for organization / feedback	K-6 Literacy team	January	Clarified expectations for writing folders for teams	LA supervisor
Clarify expectations for writing workshop instruction	Literacy specialists	January	Clarified expectations for writing workshop	LA supervisor, Principals
Develop writing curriculum	ELA Curriculum Committee members with coaching from literacy specialists	February - April	Writing Curriculum	LA Supervisor

### 7-8 Reading

Task	Who's responsible	Timeline	Outcome/Product	Progress Monitoring
Orient ELA team to common resources (ELA resource binder, Robb, IDR books)	Literacy consultant	December	Expanded classroom libraries	LA supervisor and principal
Launch independent reading	ELA team and CAS with support from literacy specialist	December - June	Expectations for reading logs, reading notebooks, IDR time, etc.	Principal
Increase non-fiction texts to 50% and discuss strategies to build background knowledge and content vocabulary	ELA team with support from literacy specialist	December - June	Non-fiction texts/resources for units	Literacy specialist
Increase close reading of non-fiction text (main ideas, evidence, etc.) and text-dependent questions in instruction	Teachers with coaching of literacy specialists	January	Text dependent questions, student discourse and written responses	Literacy specialist
Develop tools to increase academic vocabulary	Literacy specialist and CAS leaders	February to June	Academic vocabulary in all disciplines	Principal
Develop school-wide reading and writing incentives	Literacy specialist	February to June	School-wide reading and writing incentives	Principal
Incorporate CMT-prep	ELA teachers with support from	February	Prep unit and materials	Literacy specialist

	literacy specialist			
Develop teacher understanding of readers workshop and increase student discourse	LA supervisor with input from literacy specialist	March	Professional development and monitoring of reading workshop	LA Supervisor

## 7-8 Writing

Task	Who's responsible	Timeline	Outcome/Product	Progress Monitoring
Develop and analyze benchmark writing prompts using 5-step process to identify student learning needs, target "cusp" students (near goal=yellow) for extra support, and plan skills instruction	ELA PLC team with support of literacy specialist	September, November and January	Student learning needs, list of targeted students for Tier I and II support	Principal
Launch conflicting source assignment as school-wide writing strategy, and develop for ELA curriculum unit	Principal and content area departments	November - February	Curriculum unit, assignments and exemplars of student work	Principal
Develop bank of anchor sets for benchmark writing prompts, calibrated with commentary	ELA PLC team with support of literacy specialist	January	Anchor sets	LA Supervisor
Develop school-wide rubric to articulate common expectations for writing	CAS and literacy specialist with support from LA supervisor	January through June	School-wide rubric	LA supervisor
Develop PD plan to implement writers workshop to ensure explicit instruction / practice in writing traits and composing/revising through mentor texts, student self-reflection and teacher and peer feedback	Literacy specialist and ELA teachers	January	Writing folder evidence of student work in writing process (drafting, revising, publishing, self-reflection)	Literacy specialist and principal
Establish guidelines and schedule for writing workshop lesson structure, writing notebooks/folders, (using ELA resource binder, Robb's <i>Teaching Reading in</i>	ELA PLC team with support from literacy consultant / specialist	January	Writing workshop expectations	Literacy specialist and principal

<i>Middle School)</i>				
Structure ongoing professional learning to review workshop principles, observe model instruction, use <i>Write to Know</i> resources, etc.	Literacy specialist with support from LA supervisor	December - June	PD plan	Weekly meetings between literacy specialist and principal

## 9-12 Reading and Writing

<b>Task</b>	<b>Who's responsible</b>	<b>Timeline</b>	<b>Outcome/Product</b>	<b>Progress Monitoring</b>
Focus professional learning around developing student awareness of audience	GMHS English PLC team	September - June	Increased student awareness of audience evidenced in writing and presentation assessments	GMHS English PLC team
Support disciplines in literacy instruction and writing	Literacy specialist	September – June based on calendar	Assessments and instruction in discipline-relevant reading and writing	Principal and LA supervisor
Align cross-disciplinary writing expectations	Interdisciplinary Writing Expectations PLC team	October - June	Writing Rubric	Principal and LA supervisor
Audit current curricular documents through lens of CCSS using crosswalk	English CAS with support from literacy specialist and LA supervisor	November - February	List of priorities for curriculum development	English CAS and LA supervisor
Orient English teachers to CCSS	CAS, LA supervisor	November - December	Increased familiarity with CCSS and crosswalk, including shift toward non-fiction	English CAS and LA supervisor
Continue to incorporate opportunities for choice, in reading and writing	English teachers	November through June	Choice	English CAS
Continue to incorporate active learning strategies in instruction	HS teachers	November through June	Active learning strategies aligned with learning principles	HS administrative team

## K-12 Literacy Team

<b>Task</b>	<b>Who's responsible</b>	<b>Timeline</b>	<b>Outcome/Product</b>	<b>Progress Monitoring</b>
Establish entrance and exit criteria for benchmark assessments across five areas of reading and writing	LA supervisor and consultants	November - December	Entrance and exit criteria	Curriculum director
Establish expectations for 5-step data conversations	Literacy specialists	November	Guidelines for data conversations	Principals
Audit curriculum development using indicators and matrix	LA Supervisor, CREC consultant to share with literacy team for feedback to curriculum committee	December	Curriculum Audit	LA Supervisor
Clarify coaching roles and professional development needs	K-12 team	January	PD plan	LA supervisor, principals
Align communication in mid-year and end of year reports	K-12 team	January	Template for mid and end of year reports	LA consulting teacher
Systematize progress monitoring	Literacy specialists	February	Progress monitoring tools	LA consulting teacher
Establish expectations for word-study	K-6 team	February	Word study expectations	LA consulting teacher
Support curriculum development through committee and monthly grade-level meetings	K-12 team	Ongoing	Curriculum indicators, revised curriculum	Literacy specialists

**To: Granby Board of Education Curriculum Subcommittee**  
**From: Mike Dunn, Language Arts Supervisor**  
**Date: January 4, 2012**  
**Re: Update on Language Arts Action Plan**

**Summary of Action Plan** (attached grid):

Goal:

- Improve each of our students' ability to think powerfully, read strategically and analytically, and write and speak effectively across a range of genre and for a variety of purposes and audiences, in preparation for meaningful and productive lives as literate citizens of the 21<sup>st</sup> century.

Overarching Improvement Strategies (examples of action steps highlighted)

1. Reading - Analyze and Synthesize Information: *Increase close reading of non-fiction to build background knowledge and vocabulary and focus instruction on analyzing text evidence, purposeful discourse and text-dependent tasks*
  - Increase use of non-fiction and independent reading K-12
2. Writing – Articulate and Defend Positions: *Increase explicit instruction and practice in writing traits and processes for authentic purposes and audiences, clarifying expectations through rubrics and feedback*
  - K-6 – continued focus on writing workshop instruction through choice and authentic audiences, and clarify expectations through rubrics and conferencing
  - 7-8 – conflicting source assignment, development of school-wide rubric, implementation of writing workshop and coaching, and use of data
  - 9-12 – Writing across disciplines through lens of newly developed interdisciplinary school-wide rubric

**GRANBY PUBLIC SCHOOLS  
GRANBY, CONNECTICUT**

**RECOMMENDATION FOR A NEW TEXTBOOK  
BOE CURRICULUM SUBCOMMITTEE**

**Page 1: overview**

Course: 9A Genre & Composition

Title of Book: The Hunger Games

Publisher: Scholastic                      Author(s): Suzanne Collins

Copyright date: 2008                      Edition: n/a

Cost per student edition: \$8.99

Budgeted item? No, anticipated new text budget of 2012/2013

Text nominated/evaluated by: Jessica Oliva and Michele Dafgek

Other texts reviewed: N/A

Title	Publisher	Copyright
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Text being replaced: None  
(include title and copyright)

Reason a new text is being requested:

Teachers of 9A would like to introduce a high-interest, but also high quality novel to promote discussion of relevant persona, social, and political issues. The text will fit well with the current essential questions of the course, including:

- How do the events that occur in our lives affect the “growing-up” process? How do these events change our perspective about human life and the world?
- How do certain decisions we make forever impact our lives? Can these decisions have irreversible effects, or do we always have an opportunity to change our mistakes?
- How do we make the right choice or decision? How do we act against the majority to make that right decision?
- Is it human nature to prejudge? How do we overcome this, keeping in mind that prejudgments lead us to incorrect assumptions?

Unique features of text selected:

The novel has garnered much attention from students and teachers. It was on the New York Times Best Seller’s list and also received honors from School Library Journal in 2008.

The novel contains a female protagonist and two major male characters that are easily relatable to young adults. The novel also explores themes and issues of identity, survival, selflessness, and good versus evil.

Form approved for use 12/03

	0 (low)	5 (high)
Textbook focus on major objectives of course	0 1 2 3 4	5
Text reflects key concepts/big ideas from CT Frameworks/curriculum -----	0 1 2 3 4	5
Subject matter geared to interest, ability, needs of students	0 1 2 3 4	5
Text utilizes grade appropriate ideas, concepts, skills, vocabulary	0 1 2 3 4	5
Critical thinking and problem solving strategies are evident	0 1 2 3 4	5
Suggests a variety of activities for multiple intelligences/learning styles	0 1 2 3 4 5	n/a
Suggested activities inspire creativity and extension where possible	0 1 2 3 4 5	n/a
Suggested activities encourage collaboration with other students -----	0 1 2 3 4 5	n/a
Allows for ancillary exercises to develop mastery of concepts/skills	0 1 2 3	4 5
Text, or support materials, includes suggestions for both remediation and enrichment	0 1 2 3	4 5
<u>Text features improve and enhance clarity available</u>	0 1 2 3 4	5 - <u>audio book is</u>
Text includes useful supports for students in appendix, glossary, resource section -----	0 1 2 3 4 5	n/a
Incorporates the use of technology for extension	0 1 2 3 4	5
Written and pictorial content reflect the pluralistic, multi-ethnic nature of our society , both past and present	0 1 2 3 4	5
Gender equity is evident	0 1 2 3 4	5
<u>Content is relevant over a period of years (not quickly outdated)</u>	0 1 2 3 4	5
Overall rating	0 1 2 3 4	5

**APPROVAL OF A NEW TEXT FOR USE IN GRANBY PUBLIC SCHOOLS**

Date \_\_\_\_\_

This text, \_\_\_\_\_, has been authorized by the parties who have signed below to be used in

\_\_\_\_\_ (course title, grade, or subject).

\_\_\_\_\_  
Diane Dugas  
Director of Curriculum, Teaching, and Learning

Date \_\_\_\_\_

\_\_\_\_\_  
Rosemarie Weber  
Chair of the Curriculum Subcommittee

Date \_\_\_\_\_

\_\_\_\_\_  
Cal Heminway  
Chair of the Board of Education (final approval)

Date \_\_\_\_\_

Form approved for use 12/03

Form approved for use 12/03