

Curriculum Subcommittee Meeting  
Minutes

September 16, 2009

Present: Karen Christian, Steve Chisnell, Barbara Pollis, Michael Greening,  
Dave Pontzious, Sarah Olson

Concern/Discussion	Action/Decision
<p data-bbox="203 583 641 619">Elementary Math Quarterlies</p> <p data-bbox="203 667 1015 829">Quarterlies were originally designed as a formative assessment to be given four times per year; created by Royal Oak K-12 Math Team in conjunction with Oakland Schools.</p> <p data-bbox="203 882 1015 997">Buildings will work with their Data Coach, RTI Coordinator, and Kevin Kurkowski to use Benchmark machines to collect and analyze.</p>	

<p><u>Arithmetic Developed Daily</u>  There is a concern that ADD (Arithmetic Developed Daily) math doesn't get used consistently and efficiently because materials are not easily accessible.</p>	<p>Can teachers get a copy of ADD sheets made and sent from print shop? Done by quarter?</p> <p>Will take issue to K-12 Math Team to determine how they want math materials disseminated.</p>
<p><u>Elementary Report Card Language</u>  Concern that lower el language does not properly describe learning. For example, "Exceeds Expectations" can be misleading.</p> <p>This concern has been raised for the past few years; each year the Elementary Report Card Committee and Elementary Principals recommend continuing the use of the same language.</p>	<p>Recommend that issue be brought back up for discussion within these groups.</p>
<p><u>Curriculum Nights K-12</u>  There is a belief that September 30<sup>th</sup> is too late to convey important information about school routines and social/emotional concerns for young children.</p>	<p>Recommend that District Calendar Committee consider these concerns and discuss them when they revisit the calendar for 2010-2011.</p>
<p><u>Class Lists for teachers</u>  Concern that class lists, teachers, subjects, etc. are not entered into Microsage in a timely manner so that teachers can use the student data at the beginning of the year to run their classes.</p> <p>This is a Microsage problem, not a Pinnacle problem.</p>	<p>Olson will bring issue to Adcouncil to discuss the scheduling process with principals and Microsage Office.</p>
<p><u>Staffings at Elementary School</u>  What is system for scheduling staffings (Student Study Team) at elementaries?</p> <p>Staffing has never been the exclusive way to deliver</p>	<p>Response to Intervention approach and new role of RTI Coordinators and Data Coaches would be good topic for discussion</p>

<p>support and interventions. Many interventions and support services are available in all buildings. Teachers should always discuss student learning concerns with their administrator and student learning support team (RTI Coordinators, Data Coaches, ASTs,)</p>	<p>at building meetings</p>
<p>MME Subgroup Scores</p> <p>Last year's MME scores reflect: 48 11<sup>th</sup> graders in the Special Education Subgroup; 44 of them are white, and 39 are male. This subgroup did not make AYP.</p> <p>High School Special Education Subgroup: what is being done and what resources are being allocated to address the concern?</p> <p>High School is discussing ways to restructure Special Education Department at ROHS.</p> <p>Additional Data Coach has been hired to monitor student achievement and interventions; will assist teachers in getting the Pearson Inform and any other data they need to improvement instruction for student achievement.</p> <p>District purchased 15 Successmaker Licenses for ROHS Special Education Department last year.</p> <p>ROHS is implementing an RTI approach to get students into the interventions they need as quickly and as efficiently as possible.</p> <p>ROHS is consistently working on building-wide school improvement initiatives to increase student achievement for all.</p> <ul style="list-style-type: none"> <li>Math Lab</li> <li>After School Learning Opportunities</li> <li>Adolescent Reading Class</li> </ul> <p>Pursuing a co-teaching model; in discussion phase.</p>	

