February 9, 2006

Board Members:

RE: CURRICULUM COMMITTEE REPORT

The winter round of the 2005-2006 Curriculum Committee meetings has been completed, with sixteen meetings taking place.

The Curriculum Committee agenda for each meeting continued the common theme of discussing, developing, and evaluating accelerated learning experiences of all students. At each Curriculum Committee meeting, chairs were asked to report on progress made regarding academic initiatives started last year; progress in developing the School Improvement initiatives under the guidance of Director of Instructional Improvement Lisa Small; and new ideas and suggestions in curriculum and instruction that have potential to further advance student achievement, particularly in mastering state standards of reading and mathematics. Recommendation of textbook adoptions, based on the seven-year textbook adoption schedule, also was a common theme. The leadership of each department continues to demonstrate impressive creativity, effort, and enthusiasm in pursuing the goals which have been established.

The winter round also included committee review of the status of the English, mathematics, and science departments, supported by all other departments, in their collaboration with Dr. Marzano to develop an ongoing system to more accurately evaluate and analyze student achievement of critical learning standards. Pass/fail options in every department were reviewed, and new or revised courses objectives and software requests were presented. Articulation with Districts 15 and 54 this summer in core subject areas was discussed, but no final response has been received from the two districts regarding their intent to participate.

A summary of major committee activity is provided below. Recommendations requiring Board of Education action are noted in bold print with an arrow (>).

**Applied Technology**

- *Project Lead the Way* is an advanced technical studies program for college-bound students. The program consists of pre-engineering coursework for which participants may receive college credit at some universities. Assistant Superintendent Jeffrey Butzen and Director of Athletics, Activities, and Career Development Otis Price, who attended an introductory presentation on the program, asked the department to research and report on the Project’s potential in District 211. Mr. Butzen asked that, by the next curriculum meeting, a recommendation will be made as to whether *Project Lead the Way* is appropriate for our District and, if so, how it might be implemented.
Applied Technology (continued)

• Incorporation of WorkKeys into the Curriculum
  WorkKeys-style questions have been developed to add to some of the Districtwide course assessments. Student performance on these items will be reviewed after the items are piloted in a few courses this spring.

• Student Building Construction Program
  William Fraser, a Hoffman Estates High School graduate, was introduced as the new Student Building Construction Program teacher at Schaumburg High School. All 2005 houses have been sold. All of the 2006 houses are under or close to being under roof and windows are being put into place. Due to the price and availability of lots and the relative inexperience of the Building Construction faculty, Conant, Schaumburg, and Hoffman Estates High Schools will collaborate in 2006-2007 in constructing two houses on adjacent lots instead of three separate houses.

• National Automotive Technicians Education Foundation (NATEF) Certification
  Palatine High School is preparing for a mid-review process for NATEF Certification. Schaumburg High School will prepare an application for initial NATEF certification by the spring.

• Harper Articulation
  Mr. Price introduced and Mr. Butzen welcomed Karen Johnson, Executive Director of Northwest Career Partnership, who organized the recent articulation with Harper College. As the result of the articulation, Harper College now sends a letter to high school students who have completed specified courses regarding the credit the students would receive should they attend Harper College.

Art

• Improvement Status
  Districtwide, the Art and Design Classes will focus on increasing reading-for-comprehension skills. Each school will contribute ACT-style questions designed for this initiative. Palatine High School also will be extending the reading comprehension concept in other courses. Fremd High School will continue to examine data regarding the reading level of Art students in order to set goals for the school improvement plan. Conant High School plans to use the reading for comprehension model in their Photography Classes. Schaumburg High School will continue the reading-for-comprehension skills initiative in Art and Society. Hoffman Estates High School will continue to emphasize ratios and proportions, as well as incorporating writing units within different courses.

• Computer Motion Multi-Media
  The official course name of this recently approved course has been designated as Computer Video/Animation/Multi-Media. The Student Services Directors will assign a course number at their next meeting.

Textbook Recommendations for 2006-2007
  The chairs recommended the following textbook:
  • A152 Art and Design, Art Talk, Glencoe, 2005
Business Education

- Northwest Career Partnership
  Karen Johnson, Executive Director of Northwest Career Partnership, and a State leader in the career development of high school students was introduced by Mr. Price and welcomed to the meeting by Mr. Butzen.

- Status Report: Inclusion of ACT-style items in B285 Consumer Education Examination
  Applied mathematics problems, specific to the Consumer Education course content, are being used daily in this course and have been included in the course common final examination.

- Status Report: Visitation of Entrepreneurship Programs
  The “Cappuccino Shop” at Rolling Meadows High School was visited by members of the Schaumburg High School Family and Consumer Sciences Department. The pilot course *Enterprise in Entrepreneurship* that will be offered next fall at Schaumburg High School will be of a similar design.

- Harper College Articulation
  All five schools met with Harper College representatives to discuss articulated credit for the eight courses offered at our high schools. Additionally, twice a year a District representative participates on the Harper College Advisory Board, which involves other high schools, area businesses, and Harper College representatives.

- School Improvement Planning
  The mathematics initiative has been a common focus among all schools in developing their improvement plans. The schools also are targeting areas specific to the individual schools’ reading needs.

- Textbook Recommendations for 2006-2007
  The chairs recommended the following textbooks:

- Software Reviews for 2006-2007
  The chairs reviewed and recommended the following software for instructional use:
  - B285 Consumer Education, *Dollars & Sense*, C. W. Publications

  Each of these softwares was reviewed by technology coordinators and was found compatible with existing technology and software in the department. Perkins funds, which have been made available to the schools, may be used to make this purchase.
English

- Data Report: Non-Fiction and Analytical Reading
  Schaumburg High School faculty examined the Prairie State Achievement Examination (PSAE) scores of students who participated in a comprehensive PSAE preparation program through their English class. The levels and areas of success of these students provided the background information for the department’s School Improvement Plan for this school year.

- Data Report: Freshmen Acceleration Support Team Program (FAST) Fremd High School
  The results of a parent survey regarding their child’s participation in the FAST Program showed that parents are pleased with the additional support their children are receiving and their success in terms of grades. Students reported the guided study as being particularly helpful. Students suggested that the “FAST” terminology not be used as a program label in the future.

- Update: Snacking on Strategies – Palatine High School
  Up to 35 teachers have participated in the program in any particular day. The program provides reading strategy staff development and is offered in the faculty lounge during lunch periods.

- Incoming Freshman Academy
  Teachers are reporting that there is a broader range of ability within the students in E102 English 1 as a result of participation in and acceleration as a result of the Freshman Summer Academy. It is suggested that semester 1 grade in E102 be used to help determine success of the students who were accelerated as a result of the Academy.

- Writing Manuals
  Following a request by the Social Studies Department chairs, the English chairs were asked for an update on the availability and use of writing manuals throughout the schools:

  **HEHS**: No writing style manual is currently in use. There is interest by a cross-curricular committee to create one.

  **SHS**: No writing style manual is currently in use. However, discussions have occurred between the English and Social Studies Department teachers regarding writing and a manual may eventually result.

  **CHS**: A style manual for research papers is available online and is given to all juniors. Handouts have been created with the Social Studies Department teachers for common writing expectations and terminology.

  **FHS**: A style manual is available online, but has not been updated in the past four years. Many teachers reference online resources from colleges to serve this purpose. Honolulu Community College has an online manual that is frequently referenced. The English department has a *Rescue Squad* which assists other departments on late start dates with development of reading and writing strategies.

  **PHS**: No writing style manual is currently in use, but common writing referencing is used. Social Studies and English teachers could benefit from a joint inservice and will consider collaboration during a common late start session.

Mr. Butzen suggested that a conversation occur among the department chairs in regard to standardizing a list of writing references. Mr. Butzen also suggested that more indistrict courses involving writing across the disciplines be offered.
English (continued)

- Sophomore Summer Academy
  This would be a pre-sophomore year program that parallels the summer program offered prior to freshman year.

- Project EXCEL
  This program would provide both curricular and efficacy support of students with potential to achieve at a significantly higher level. Mr. Butzen stressed the importance of having District English teachers instruct in the summer programs and encouraged the chairs to work with their staffs to that end.

- Status of School Improvement
  **PHS** is continuing to offer frequent reading assessments with the ACT. A more consistent approach for presenting common roots and prefixes to freshmen is being developed.
  **FHS** is focusing on language mechanics through a matrix of convention concepts which will be taught each year. Teachers are developing classroom activities to enhance these concepts. The English department teachers are also visiting other departments during late starts to assist in the development of reading and writing strategies.
  **CHS** is adding ACT style questions on unit tests.
  **SHS** has designed pre- and post-tests with interventions throughout the junior courses. The freshman, sophomore and lower level juniors are practicing WorkKeys style test questions.
  **HEHS** also has pre-, mid-, and post-testing with ACT style questions. WorkKeys style questions are being added to this test system.

- Report on Work with Dr. Marzano
  Materials have been sent to Dr. Marzano for processing. District course objectives may need to be modified due to the focus on Critical Learning Standards through the leadership of the department chairs.

  ➢ **Textbook Recommendations for 2006-2007**
  The following textbooks were recommended by the department chairs:

- Software Recommendations for 2006-2007
  The following software was recommended by the department chairs:
  - E205, E207 Journalistic Writing, *In Design CS2*, Adobe

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**English as a Second Language**

- Data Report: Addition of IMAGE-style Items
  Conant High School has found that 47% of students are selecting distracter answers in questions developed in-house similar to the distracters in IMAGE-style questions. One use of the late starts is to develop strategies and instructional lessons to assist ESL students in being successful with this style question.
English as a Second Language (continued)

- Data Report: After School Tutoring
  At Hoffman Estates High School, 107 students participated in tutoring opportunities during the 12 days in which it was offered during Term 1. In Term 2, 55 students attended during 11 days. Social Studies and English have been the focus of the tutoring sessions. The students are being encouraged to attend Mathematics Department tutoring which is available after school. Conant High School also had great success with tutoring for semester one and is exploring options for semester two. Schaumburg High School has rotating programs on Thursday for juniors who need test preparation for IMAGE-style questions. On Tuesdays, open tutoring sessions are scheduled for all-level students. Every session has had attendance by at least ten students per day.

- Assignment of Level 2 Conant High School Students to Sheltered Science Coursework
  All students are passing the sheltered sections, but lower level E111/E112 English course students are having difficulty. In the future, this placement will be considered on an individual basis. The younger students will probably be assigned to E113 ESL until they are ready for the sheltered science course.

- Curriculum Review/Course Evaluation Schedule
  A newly designed schedule, similar to that in use in all other departments, will guide the department in a review of course objectives, textbooks, and district assessments.

- Sheltered ESL In-Service
  Inservice for teachers of sheltered courses is scheduled for February 28, 2006 at the Administrative Center. ESL department chairs will work with principals and other chairs to develop a list of those to attend the inservice.

Family and Consumer Sciences

- Status Report: WorkKeys Article Review
  Hoffman Estates High School teacher Jessica Ecker reported a small increase in student success in responding to WorkKeys-style readings.

- Status Report: Chemistry of Foods
  The first dining experience for the Fremd High School program occurred and was deemed very successful by both students and staff.

- High School Career Internship – Summer Program
  Palatine High School teacher Fran LeBeau is investigating various high schools’ career internship programs to determine if the current program can be improved or modified. Any preliminary proposals for change can be brought forth to the spring curriculum meeting.

- Extension of Educational Intern Program into Summer School
  The new freshmen and sophomore summer academy experience would potentially be enhanced by the involvement of student educational interns. The department chairs felt participation would be possible with the following requirements:
  - senior status;
  - maintain enrollment in an Education Internship program during senior year; and
  - an invitation to participate through the Education Internship Coordinator in conjunction with the appropriate English or mathematics department chair.
Family and Consumer Sciences (continued)
A spring proposal should be presented to include how a modification of the current internship program would be appropriate to the summer; what curriculum would advance student learning for interns; what credit would be appropriate; and how would the coordinator role be established.

➢ Textbook Recommendations for 2006-2007
   The chairs presented the following textbooks for adoption:

Foreign Language
• Use of Television to Present the German Programs in the Classroom
  Conant High School teacher Henry Thiele presented the costs and requirements for providing cable video of German Programs directly to the classrooms. Detailed information from the originating programming company in Germany that might assist with technical and copyright concerns has not been received at this time.
• Department Name
  Last fall, the department was asked to review the department name to determine if it was current and reflective of the role of language study in our culture. The chairs reported that professional organizations in Illinois still use the “Foreign Language Department” name. At this point there is no recommendation by the chairs for a department name change.
• Mathematics and Reading Integration – Preparation Development Experiences
  FHS will survey students’ perceptions of the importance of mathematics in Foreign Language classes. A pre- and post-test will be used to assess knowledge of mathematics in money exchanges, temperature, and travel. All schools will continue a special focus on the reading comprehension skills of level 1 students.
• Accelerated Coursework
  Students who start in high school foreign language classes at level 1 and progress at an accelerated level through their junior year will have an opportunity to be enrolled in advanced placement courses. An informational sheet was presented by the chairs as a guide for schools to use for placement.

➢ Textbook Recommendations
   The chairs recommended the following textbook adoption:
   ❖ L163 German 1, *Deutsch Aktuell*, EMC Paradigm, 2004

Gifted
• Update: Theory of Knowledge – R289 at Palatine High School
  Palatine High School English teacher Christopher Quick reported that the implementation of this project coincided with the goals of increasing the rigor of the course, fostering interdisciplinary connections, improvement of communication skills, and enhancing student curiosity.
Gifted (continued)

- Planning for 2006 Gifted Expo
  The second quarter curriculum meeting was devoted to a common understanding among the Districtwide program faculty of student expectations for preparation for and presentation at the Gifted Expo.

Health Education

- Integration of reading and mathematics
  All schools have set goals to address the integration of reading and mathematics into the classroom. Final examinations will need to be modified in regard to new CPR procedures and revised dietary requirements.

- 2006 American Heart Association CPR Guidelines
  By April of this year all the training center instructors should receive information from the American Heart Association about changes in CPR guidelines. The curriculum for the 2006-2007 school year will need to be modified to include the new guidelines.

- Consideration: Elective Health Education Course
  An advanced health education course has been discussed by chairs to give students an opportunity to explore health concepts at a more intense level than what can be accomplished in the current one semester sophomore year course. At the same time, an expanded health-related occupations program offered by Harper College is being examined by the Career Partnership. Mr. Butzen suggested, and committee members concurred, that an elective course preliminary proposal be developed for presentation at the spring curriculum meeting, and that the proposal investigations address potential articulation credit with Harper health occupations and/or nursing programs. A survey of student interest in an elective Health Education course also was suggested.

Mathematics

- Status of M212 Applications in Mathematics and M312 Integrated Mathematical Topics
  Current reports from the schools reflect general student successes in M212 and M312 at this point in the school year.

- Extended M117 Algebra 1 Update – Expected Enrollment
  Palatine High School teacher Craig Barnes reported that 11 of the 31 students from M117 extended algebra are earning an A, B or C in M217. Issues which generally appear for students who are not being successful are attendance and homework completion. These areas will need to be addressed as part of the extended M117-M217 sequence. SHS will be offering the M117 extended algebra during second semester. In order to offset the schedule conflicts with the FAST Program, FHS will offer semester one credit during semester two for M117 failures, with required summer work in semester two of M117.

- M113 Algebra 1 Update
  The chairs reported that students require significant individual attention in M113. Students who fail M114 at the end of semester one may be re-assigned to M113. This addition of students who were not successful in semester one may further increase attention required by individual students. Additional information will be shared in the spring.
Mathematics (continued)

- **Extended M114 Algebra 1 Update – Expected Enrollment**
  Conant High School will not offer extended M114 second semester. M114 for first semester credit will be offered during second semester and students will be required to take the second semester of M114 during summer school. This format will mirror the successful M214 design. A discussion occurred regarding students who fail M114 in summer school and their fall mathematics schedules.

- **Data Collection of M114 Algebra 1**
  Collection of the Critical Learning Standards for Mathematics, once finalized, will replace the current data being collected in M114.

- **SkillsTutor and KeyTrain**
  Both software programs are very appropriate and successful in developing desired mathematics skills for students. All schools have trained mathematics teachers in these programs or have plans for this training during the future late start times.

- **Transition to Geometry at Middle School**
  Although assistance and articulation opportunities have been offered to District 54 middle school mathematics teachers, there has been no request for either, so no report is available at this time.

- **Status Report: Incoming Freshman Academy Progress**
  It was reported that 60% of the students who accelerated one level in mathematics following completion of mathematics study in the Incoming Freshman Academy are earning an A, B, or C in their freshman mathematics course.

- **M312 Integrated Mathematics Topics District Assessment**
  The committee would like to move the current district assessment from June to April, prior to the PSAE. Mr. Butzen approved the adjustment with the stipulation that meaningful instruction still be offered following the PSAE administration.

- **Required Graphing Calculators in M314 Algebra 2 and M312 Integrated Mathematical Topics**
  M314 and M312 currently use graphing calculators to help prepare students for the PSAE. A student calculator requirement would increase student use of calculators for homework, as opposed to only using the equipment in the classroom. There already exist sufficient numbers of calculators at the schools to meet needs of families who can not afford the calculators, so no additional class sets of calculators would be needed. It was the consensus of the Committee that this recommendation be approved and that this course be included when calculator notification letters are mailed.

- **Texas Instrument Navigator System**
  SHS teacher Chris Zickert reported on his experiences with the Texas Instrument Navigator System as part of a nationwide study sponsored by Ohio State University. The system enables students’ calculator screens to be captured and for questions to be posed to students through the teachers’ calculator. It was reported that students using the system tend to be more involved in class discussions and calculator usage.

- **Summer Sophomore Academy**
  Development of a Summer Sophomore Academy has been discussed with the Student Services Directors. The development of the curriculum for this academy will need to be addressed, and it was strongly recommended by Mr. Butzen that District teachers be assigned to teach this program. The department chairs also strongly recommend that a computer laboratory be a daily part of this class.
Mathematics (continued)

- Report on Use of Waivers
  Waiver forms and requirements tend to vary within and among the school, though it is common practice for the student, teacher and parent to be involved. Mr. Butzen requested that each department chair discuss the department’s waiver procedures and expectations with his or her principal and then send a copy of the waiver process and current form to Mr. Butzen with any suggestions for modification.

- Report on Work with Dr. Marzano
  The Mathematics Department examined Algebra coursework and plan to mesh the Illinois Learning Standards (ILS), objectives and ACT skills for transition in developing the critical learning standards for this area.

- Textbook Recommendations for 2006-2007
  The Mathematics Department Chairs recommended the following textbook adoptions:

- Software Recommendation for 2006-2007
  The following software was recommended by the department chairs:

- Revised Objectives
  The Mathematics Department Chairs presented the following revised course objectives for adoption:
  - M214 Plane and Solid Geometry
  - M439 Trigonometry/AP Calculus A
  - M447 Calculus
  - M449 AP Calculus AB

Music

- Inclusion of Reading/Writing/Mathematics Themes in the Music Department Instruction
  The solo and ensemble units in choir, orchestra, and band at Conant, Fremd, and Schaumburg High Schools are using free response questions and on-line technology opportunities to evaluate student understanding of music history and theory (reading/writing) as well as mathematical concepts that impact music study, such as ratios and proportions.

- Update: Planning for District Orchestra Concert
  The District Honors Orchestra concert is scheduled for Saturday, February 11\textsuperscript{th} at 3:30 p.m. at Hoffman Estates High School.

- Report: School Improvement Planning
  Ideas for the school improvement contribution of the Music Department have been shared within and among the schools
Music (continued)

- Music Department Course Codes
  The course codes in the Music Department curriculum currently do not align numerically as do other departments’ course sequences. A proposal for course code change will be brought forth in a future curriculum meeting after being discussed with the student services directors.

- Report: Uniform and Instrument Replacement Schedule
  The Music Department has significant purchases, such as uniforms and instruments that have been postponed over the past 3 years and now are becoming critical. Mr. Butzen directed that a long-term plan be designed to spread costs and acquisitions over a period of 15 years.

Physical Education

- Report Reading/writing/mathematics themes in Physical Education Department instruction
  Tests are being written by Districtwide committees of Physical Education teachers to follow an ACT-format for testing of the common Physical Education units within the District. Additionally:
  - **PHS** is continuing to take students into the classroom bi-monthly to discuss natural mathematics occurrences in Physical Education course activities.
  - **CHS** is discussing the best approach to effectively teach Physical education concepts to different levels of ESL students.
  - **FHS** continues to work with the mathematics department to properly write junior course questions that reflect mathematics concepts presented in Physical Education classes.

- Report: School Improvement Planning
  Each physical education department is creating School Improvement Plans independently within their respective schools to best fit their students’ specific needs.

- Discussion: Safety Procedure When Repelling
  An optional element within the free repel is a “spin.” Vertigo and broken blood vessels in the eye could occur during a “spin” in the free repel. Mr. Butzen stated, and Committee members agreed, that the element is no longer permitted as an option during repelling.

- Discussion: Lifeguard Ratio
  Currently, the District Aquatics Guideline Handbook requires one non-teaching lifeguard for every 25 swimmers. The state law and the Red Cross requirement is 1 guard for every 100 swimmers. The guard cannot play a teaching role. It is suggested that a different ratio, perhaps 50 swimmers for every one guard, be approved and included in the Aquatics guide. There are concerns that, under certain existing circumstances, teacher assistants may be called away from their primary assignment or student lifeguards could miss their course activity because of a need for a substitute guard. The Committee was polled on the recommendation to change the level to 1:50, and there were no objections.

Science

- Biology S131 (Extended) – Conant High School
  Of the 43 students enrolled in the course at the beginning of the year, 2 have already been accelerated to S137 and 4 students will be accelerated into S137 at the end of semester one.
Science (continued)

- **Advanced Topics – General Discussion**
  A pilot to offer S453 *Topics in Science* to juniors to assist in PSAE preparation has been successful, but has left a gap in senior year offerings for a similar population. The chairs suggested that the best way to serve the different populations in the schools is to continue to offer S453 *Topics in Science* for juniors and to also offer S457 *Advanced Topics in Science* for seniors. A preliminary proposal should be brought forth to the spring round of curriculum meetings.

- **Strive Overcome Achieve Respect (SOAR) – Palatine High School**
  This course is currently under renovation, as it did not seem to positively impact student achievement to the desired level. A request may be presented this spring for a regular education strategies course to run in conjunction with this program.

- **Progress of Increased Student Population in S138 Biology – General Discussion**
  The Fremd High School science program has experienced an increase from 5 to 9 sections of S138. While this is a significant acceleration of a large number of students, some students appear to be having difficulty at this level. Four students have already been reassigned to S137 and the 30 students who are earning below a C in S138 may be recommended to move to S137 at the end of semester one. Eight sections will most likely continue to run. This summer many waivers were received by the department to move students into S138.
  PHS is running 6 sections as opposed to the historical 4 sections, and approximately 2 students will be potentially reassigned to S137 at the end of the semester.
  CHS is running 5 sections as opposed to the historical 3 sections, and approximately 1 student will be potentially moved to S137 at the end of the semester.
  HEHS and SHS are not experiencing any unusual trends, but will be alert for increased level acceleration opportunities in the future.

- **Report on Work with Dr. Marzano**
  The science department focused on three transition skills in development of their critical learning standards and the chairs are looking forward to Dr. Marzano’s feedback.

- **Collaboration with Sheltered Special Education – Palatine High School**
  Special education students were invited to attend chemistry classes at PHS to experience the Halloween-related Science presentations. PHS is looking for other connections for special education students in additional science classes, including the attendance in the combined tie-dying experience. Other schools were asked to investigate the opportunity for similar offerings to the special education populations at their schools.

- **Team Taught General Studies Science Class**
  This experience is proposed as a class of regular education students and general studies students with one biology teacher, one special education teacher, and possibly one teacher assistant. This would prepare special education students for a series of regular education science courses and provide them with a safe laboratory experience that is not replicable in a standard special education classroom without a science teacher. While the concept was universally endorsed by all committee members, the staffing aspect will need to be examined.
Science (continued)

Textbook Recommendations for 2006-2007

The chairs recommended the following textbooks for adoption:


Social Studies

- Modification to Timed Reading and Mathematics Initiative in U. S. History
  A progress report on the timed readings showed that students are becoming more accustomed to and successful with testing time constraints and that instructional class time has been well spent on this skill development.
- Status Report: G161 Global Studies
  This course will complete its first semester in January and assessment data will be available at that time. The course is running successfully in the schools.
- Status Report: Integration of ACT-style Questions
  Hoffman Estates High School teacher Ric Lindeen summarized the reading passages data to date. The data gives teachers feedback on areas of student skills based on a matrix and provides insight on weaknesses by class and course.
- Report: Update on Time Grants
  Two of the four time grants are complete and have provided opportunities for review of the curriculum and inclusion of reading and mathematics concepts and assessments. U.S. History teachers will be reviewing the U.S. History curriculum in the upcoming grant periods.
- Report: Academic Standards for Reading and Writing
  Conant High School teacher Bruce Hildebrand reported that the department has created standards in reading, writing, and research at each level of Social Studies. The next step is to make the standards measurable. Reading will be the focus this year.

Questions were raised as to the status of writing manuals across the District, who is using a manual, when was it updated, and is a writing rubric available. The concerns raised will be forwarded to the English Department.

Textbook Recommendations for 2006-2007

The chairs recommended the following textbooks:

- G143 World Geography, World Geography Today, Holt Rinehart and Winston, 2005

Special Education

- Tracking of Students from Summer Academy
  Twenty percent of the students involved in the Summer Academy for students with special needs moved up a level in reading and 33% moved up a level in mathematics. Of the students who moved up a level, 80% of the students are passing their accelerated placement course with a C or better. Those students not achieving at least a C or higher are having their case manager review their placement and progress.
**Special Education (continued)**

- **Scope and Sequence: Mathematics and Science**
  Fremd High School Chair Kathryn LaMantia and Schaumburg High School Chair Cynthia O’Donnell reported that the special education curriculum in mathematics and science is being designed to be more rigorous. Students who are not on target to be successful in the M312 Integrated Mathematics Topics curriculum will take a consumer-based M320 Consumer Mathematics course with an emphasis on preparation for the PSAE.

- **Co-teaching Model**
  It has been suggested that a co-teaching model with a special education teacher and science teacher be designed for a specific population of special education students that currently lack a meaningful science experience that is laboratory-based. The co-teaching model would potentially enable both strong science instruction and essential special education services. Principals and chairs unanimously supported the co-teaching model for Biology. Mr. Butzen noted that staff development of the teachers to properly participate in a co-teaching model will be needed, and that summer curriculum work may be needed to develop modified instruction if the model is approved. Further discussion of this proposal will take place in Administrative Council.

- **Revised Special Education Science Curriculum**
  Those special needs students not mainstreamed into the regular curriculum will be provided a revised special education science curriculum. The first semester will be biology-based and the second semester will focus on physical science. This would allow students who are successful in first semester to potentially move into a mainstream biology course. The second year of science would involve a health curriculum.

- **Update: Direct Instruction**
  Palatine High School teacher Karen Gallagher and Conant High School teacher Camille Lutz introduced the baseline data for direct instruction for this school year. The curriculum includes decoding, which is a strand of direct instruction which teaches the students to focus on the sound of words. The comprehension strand increases the students’ processing skills of at many different levels. Assessment results will be presented at the spring round of the curriculum meetings.

- **Status Report: Curriculum Mentors for the Alternative School Faculty**
  Program Administrator James Britton reported that both LEAP and District Academy North have benefited from initial communication between all seven schools in terms of sharing curriculum expertise. LEAP Coordinator Alisa Wilson reported that the elective B223 *Sports Marketing* is a very popular course that has become successful at LEAP through the additional communication with the teachers at the main high schools.

- **Status Report: Illinois Alternative Assessment**
  NSSEO representative Crystal England is assisting in the coordination of preparation for the Illinois Alternative Assessment process that involving 8 students from our District schools and 12 students from the NSSEO schools. The teachers continue to work diligently to develop a portfolio that assists students in demonstrating their successes throughout the year.
Special Education (continued)

• Testing for Incoming Freshmen
  The Stanford Reading Test, which accurately delineates lower level student reading abilities, will be used as an additional piece of placement information along with the EXPLORE test results.

• Special Education School Improvement Plan
  Each school is creating an individual school improvement plan that includes a focus on special education program students who are close to meeting standards.

• Preliminary Proposal: Multiple Needs Strategy Resource
  A preliminary proposal for a Multiple Needs Strategy Resource was presented and discussed. It was noted that these students demonstrate the need for specific types of assistance to be successful in the mainstream environment. There were no additional questions regarding the proposal. A formal proposal and summer curriculum project will be presented in the spring.

➢ Review of Course Objectives
  The following course objectives were presented for consideration:
  ❖ M120 General Studies Mathematics 1
  ❖ M220 General Studies Mathematics 2
  These objectives were developed over two years with the involvement of mathematics and special education teachers and parallel the objectives of M111 and M212.

➢ Textbook Recommendation for 2006-2007
  The following textbook recommendations were reviewed by the Committee;
  ❖ M120 General Studies Mathematics 1, Mathematics Concepts, AGS Pub. 2003
  ❖ M220 General Studies Mathematics 2, Pre-Algebra, AGS Pub. 2004
  ❖ M320 Consumer Mathematics, Consumer Mathematics, AGS Pub. 2005
  ❖ E320 General Studies English, American Literature, AGS Pub. 2005
  These books are recommended for use specifically in special education courses. The students who are enrolled in support center and self-contained courses that use textbooks from mainstream courses will need to be represented in the numbers of the textbooks purchased by specific content area departments.

Suggested Motion:

That the 2005-2006 Winter Curriculum Committee report and recommendations be approved as presented.

Roger W. Thornton
Superintendent