

The School District of Lee County

Curriculum Advisory Committee

February 8, 2016

6:00 p.m. – Training Room D

Meeting Minutes

Mission Statement:

To advise the School Board by recommending approaches to obtaining improved student achievement for all students through a coherent, rigorous academic course of study that provides the tools necessary to succeed in today's society. Emphasis will be placed on the dynamic development of a K-12 curriculum within a safe environment leading to both career and technical majors, the methods of instruction used to implement it, and the assessments of its effectiveness, together with a complementary professional development program to support it.

Committee Members Present: Joe Camputaro, Kathleen Cherasia, Patricia Givens, April Ketron, Kelly Lavis, Patti Lochner, Robert Mahone, Evelyn Murphy, John Steakley, Judy Wilkerson, Sandra Worth

Committee Members Absent: David Adorno (excused) Elizabeth Blundo (excused) Connie Dennis (excused) Stephen Whitener (excused)

School Board Liaison Present: Pam LaRiviere

Staff Members Present: Brandy Macchia and Melissa Robery

Recording Secretary: Jamie Fowler

Presenters: Joe Camputaro, April Ketron, Rachel Gould, Paula Hill, Kristin Stevens and Alanna McCreary

Guests: Chris Patricca

Welcome and Introduction of Members

The meeting was called to order by Patti Lochner at 6:00 welcoming all committee members, new members and guests.

Review of Mission Statement and Purpose of Committee

Patti asked everyone to review the mission statement and reminded everyone of the purpose of the committee.

Reading and Approval of February 8, 2016 agenda

There was a motion to approve the agenda as it was presented by Kelly Lavis, Sandra Worth seconded and all voted to approve.

Reading and Approval of January 11, 2016 minutes

There was a motion to approve the minutes as presented by April Ketron, seconded by Kelly Lavis and all voted to approve.

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Board Member Report

Mrs. LaRiviere shared the following news with the committee:

She visited Tallahassee to meet with the consortium which includes districts from Pinellas County all the way to the Coast Line and Indian River. The session went very smoothly.

She has taken on more of an advocacy role with the School Board, reaching out to the Legislative delegation regarding our District's needs.

Mrs. LaRiviere encouraged committee members to get involved with Read Across America.

Standards Based intervention and enrichment

Joseph Camputaro TIF Teacher Leader at Manatee Elementary and April Ketron, Intervention Support Specialist and ESOL Contact at Orange River Elementary presented a PowerPoint for the Elementary Level of Standards Based Intervention and Enrichment.

Rachel Gould Principal at Mariner Middle School, Paula Hill, Kristin Stevens and Alanna McCreary TIF teachers at Mariner Middle presented a PowerPoint for the Secondary Level of Standards Based Intervention and Enrichment.

Some positives that have come from the Intervention/Enrichment program

- Student grades have increased
- Student behavior is positive
- Performance on standards based assessments is improving
- Students are getting the small group attention that is needed
- Positive outcome for students that need to explore more rigorous opportunities
- Students have the opportunity to interact with peers other than classmates
- Teachers have the chance to step out of their normal teaching roles
- Students confidence in the classroom has increased
- Teacher/student relationship is built with all students in the school.
- Increased collaboration is possible between the teachers, lesson plans are done together.

ESOL and Multi-Tiered strategies are used within all grade levels.

ZAP program is a program implemented at Mariner Middle where student have the opportunity to work on skills and classwork until it is completed.

Students and parents have access to Castle by logging in with the student's information to view where their child is academically.

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Using the different resources like Castle, Performance Matters and Renaissance Place helps the teachers to assess how best to meet the students' needs.

Mariner Middle holds workshops for parents to learn more about standards and their child's achievement.

Every school has an Intervention/Enrichment process that is created based on the needs for the students.

Public Comment

Chris Patricca made the following comment:

The presentation tonight confirms there is amazing talent within this School District.

Good of the Order

Judy Wilkerson made the following statement:

We had an outstanding presentation tonight from teachers and Administrators that leaves the committee with a strong feeling that the data they are collecting through these tests are incredibly useful to make sure every child succeeds in this district. Without this data and tests, it would hurt children because we have learned how teachers use data to help every single child. This is critical to the success of our schools we need to advocate for both kids and teachers.

Correction to Kathleen Cherasia's absence for the January 11, 2016 meeting changed to excused.

Motion to end the meeting at 7:32 made by Kathleen Cherasia seconded by Kelly Lavis and all voted to adjourn.

Intervention and Enrichment The Primary Level K-5

Joseph Camputaro, TIF Teacher Leader
Manatee Elementary

**April Ketron, Intervention Support Specialist,
ESOL Contact**
Orange River Elementary

Our Roles...

TIF Teacher Leader

- **Instructs students approximately 40% of the day and fulfills teacher leader duties approximately 60% of the day**
- **Works collaboratively with the principal, assistant principals, faculty, and staff to build a capacity to increase student achievement**
- **Provides professional development opportunities for all faculty and staff members**
- **Supports colleagues by providing information, mentoring, modeling, and problem solving strategies that align with the School Improvement Plan**
- **Designs, selects, modifies, and evaluates instructional strategies that reflect curriculum goals, current knowledge, and the interests, motivation, and needs of individual learners**

Our Roles...

TIF Teacher Leader (cont.)

- **Provides the building principal with regular updates on professional development and teacher needs**
- **Assists in identifying and developing future Teacher Leaders in the building**
- **Possesses strong oral and written communication skills**
- **Provides a schedule of weekly activities including lesson plans to be shared with administration, faculty, and staff**

TIF

Progress Monitoring Tools: Castle

0763



Me ▾

School ▾

District ▾

Admin ▾

2015-16



JosephRC

Total: 27

Language Arts Standards

Standard	Ct	Ern	Pos	Last Score	Max Score	Avg	Mode
LAFS.3.RL.2.5	1	0	2	0% 08/27/15	0% 08/27/15	0	
LAFS.4.L.1.1	6	10	13	100% 10/05/15	100% 10/05/15	77	100
LAFS.4.L.1.2	2	3	4	50% 09/03/15	100% 08/24/15	75	
LAFS.4.L.2.3	1	1	2	50% 09/03/15	50% 09/03/15	50	
LAFS.4.L.3.4	2	2	3	50% 09/03/15	100% 08/24/15	67	
LAFS.4.L.3.5	2	1	3	50% 09/03/15	50% 09/03/15	33	
LAFS.4.L.3.6	1	1	2	50% 09/03/15	50% 09/03/15	50	
LAFS.4.RF.3.3	4	9	10	100% 10/05/15	100% 10/05/15	90	100
LAFS.4.RI.1.1	2	0	2	0% 10/03/15	0% 10/03/15	0	0
LAFS.4.RI.1.2	1	1	1	100% 08/27/15	100% 08/27/15	100	
LAFS.4.RI.1.3	3	3	6	50% 10/05/15	67% 10/03/15	50	
LAFS.4.RI.2.4	1	1	1	100% 08/27/15	100% 08/27/15	100	
LAFS.4.RI.2.5	2	1	3	100% 10/03/15	100% 10/03/15	33	

TIF

Progress Monitoring Tools: Performance Matters

Assessments English Language Arts Literacy Grade 5 2-1 Standards-base 2015-2016 LAFS.5.L.1.1	Assessments English Language Arts Literacy Grade 5 2-1 Standards-base 2015-2016 LAFS.5.RF.3	Assessments English Language Arts Literacy Grade 5 2-1 Standards-base 2015-2016 LAFS.5.RF.3.3	Assessments English Language Arts Literacy Grade 5 2-1 Standards-base 2015-2016 LAFS.5.RF.3.3.a	Assessments English Language Arts Literacy Grade 5 2-1 Standards-base 2015-2016 LAFS.5.RI.1.1	Assessments English Language Arts Literacy Grade 5 2-1 Standards-base 2015-2016 LAFS.5.RI.2.4	Assessments English Language Arts Literacy Grade 5 2-1 Standards-base 2015-2016 LAFS.5.RI.3.8	Assessments English Language Arts Literacy Grade 5 2-1 Standards-base 2015-2016 LAFS.5.RL.1.1
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0.0/2.0	1.0/2.0	1.0/2.0	0.0/1.0	0.0/2.0	1.0/1.0	1.0/1.0	0.0/1.0
1.0/2.0	0.0/2.0	0.0/2.0	0.0/1.0	1.0/2.0	0.0/1.0	0.0/1.0	1.0/1.0

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Progress Monitoring Tools: Renaissance Place (Instructional Planning Report)

Foundational Skills

GR

Phonics and Word Recognition

This score suggests BENJAMIN is ready for instruction and practice with the following skills.

- 3 » Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un-, and -ful, -ly, -ness) and infer how they affect the meanings of words
- 3 » Decode words with common Latin suffixes, such as the -or in *elevator* or -ment in *government*, and identify the meanings of the words
- 3 » Read grade-level irregularly spelled sight words automatically (e.g., certain, notice)

Fluency

This score suggests BENJAMIN is ready for instruction and practice with the following skills.

- 3 » Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject) and comprehend on-level texts demonstrated by talking about interesting characters or surprising events, writing an answer to the question, or summarizing what was learned
- 3 » Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet third-grade benchmarks
- 3 » Read on-level texts aloud smoothly with expression (e.g., using appropriate expression to indicate punctuation, such as periods, question marks, and exclamation points)
- 3 » Confirm or correct understanding of a word or a larger text by using context clues, including both words and text structures, by using phonics, particularly understanding of word morphology, and by slowing reading pace and/or rereading

Informational Text

Craft and Structure

This score suggests BENJAMIN is ready for instruction and practice with the following skills.

TIF

Progress Monitoring Tools: Renaissance Place (State Standards - Student)

Grade 5: Florida, Language Arts, 2014, Grade 5, Standards, Florida Department of Education

Below Estimated Mastery Range

- | | |
|-----------------|---|
| LAFS.5.L.3.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. |
| ▶ LAFS.5.L.3.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ▶ LAFS.5.L.3.6 | Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
| LAFS.5.RI.1.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| ▶ LAFS.5.RI.1.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| LAFS.5.RI.1.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| ▶ LAFS.5.RI.2.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| ▶ LAFS.5.RI.2.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| ▶ LAFS.5.RI.2.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| LAFS.5.RI.3.7 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| ▶ LAFS.5.RI.3.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

Next Steps: What do we do with the data?

- Review Progress Monitoring data with teachers to determine mastery of standards. Look for trends in the data using multiple artifacts.
- Determine next steps based on data analysis whether a student needs enrichment or intervention strategies



Much like our clothes, one size do not fit all with our students.

By analyzing the data on concept tests, formative assessments, and other instruments of measurement we are able to determine how best to support our students to meet their individual needs.

Intervention

- Once the progress monitoring data has been analyzed teachers are able to support their students by providing either intervention or enrichment.
- Intervention consists of students needing additional support when they have not yet mastered a standard. This can look like small group instruction with the classroom teacher, receiving intensive instruction through a walk to read in another teacher's classroom that focuses specifically on the standard that student has not yet mastered, or creating a individualized learning path through the Compass online learning tool. Since each student is unique, their intervention plan is unique.

Enrichment

- If a student has mastered the standard they can still receive additional support to go beyond mastery through enrichment.
- Enrichment is an opportunity for a student to see an increase in rigor and depth of knowledge.
- Students who receive enrichment continue to work on the standard that they have mastered. Similar to intervention, the delivery of enrichment strategies will vary depending on the student.

Our Roles...

Intervention Support Specialist

ISS (Academic and Behavior)

- **Coordinate and schedule MTSS (Multi-Tiered Support System) meetings**
- **Facilitate MTSS meetings**
- **Send parent invitations**
- **Arrange for classroom coverage when needed**
- **Ensure the appropriate data and documentation is collected and brought to the meetings (graphs, observations)**
- **Follow up with any PST (Problem Solving Team) members (including parents) who are unable to attend a meeting**
- **Monitor intervention fidelity (Tier 2 and 3 supports)**
- **Keep track of when plans are due to be reviewed**

Our Roles...

ESOL Contact

- **Monitors the “Yes” responses on the Registration forms and double checks responses with Mainframe registration screen**
- **Double-checks all new transfer student mainframe ELL (English Language Learner) screen information by comparing it with contents of Blue ESOL (English Speakers of Other Languages) insert.**
- **Administers the LAB (Language Assessment Battery) test within 20 days of entry to ALL students with a “YES.”**
- **Communicates with the Information Specialist pertaining to entry dates, LAB scores, plan dates, etc.**
- **Conducts programmatic assessment to all new ELL students and files the Programmatic Assessment Form in the Blue ESOL insert.**
- **Verifies that ELL students are placed with an ESOL endorsed/trained teacher.**
- **Notifies parents via letter of student’s placement into ESOL and files the copy in the Blue ESOL insert.**
- **Orders the student Profile printouts from MIS and completes and files in the Blue ESOL insert.**

Our Roles...

ESOL Contact (cont.) – 415 LY, 74 LF

- **Maintains the Blue ESOL insert updated.**
- **Distributes monthly lists of ELL students to all teachers.**
- **Completes documentation for all ELL Committee meetings and ensures that the Parent Notification of ELL Committee form and the ELL Committee minutes are filed in the Blue ESOL insert.**
- **Schedules ELL Committee meetings, ensuring the District ESOL Representative attend when appropriate.**
- **Re-evaluates ELL students, as needed.**
- **Monitors LF students for two years.**
- **Monitors compliance with META requirements.**
- **Ensures home-school communication in native language, whenever feasible.**
- **Serves as an ELL student advocate.**
- **Ensures that proper ELL Retention procedures are followed.**
- **Ensures that remediation/ELL Child Study Plans are implemented**

ISS and ESOL

Progress Monitoring

- **ISS**
 - **ELA – STAR EL and STAR breaks down individual standards based on student need (Example FSA and STAR) then communicates with Compass Software**
 - **Math – Math standards (Example FSA data)**
- **ESOL**
 - **LY's**
 - **Receiving services (extended time, small group, translator, word to word dictionary)**
 - **LF's**
 - **Monitored for 2 years (meet on if N or U)**

Examples of Interventions (support):

- **Push-in/pull-out small group direct instruction**
- **One-on-one direct instruction**
- **Before/after school tutoring**
- **Individual counseling**
- **Group counseling (social skills, anger management)**
- **Mentoring**
- **Check In/Check Out program**
- **Role-playing**

Preventative Approach

Objectives

- Catch struggling students early
- Proactive interventions
- Anticipate and prepare – think ahead!
- Data-driven decision making
- Address the needs of ALL students

Replaces the Discrepancy Model

- No longer the “wait to fail” approach
- Students can receive interventions and support without an IEP
- Eligibility for ESE no longer based solely on IQ/achievement scores
- Minimizes over-identification

Levels of Support

Universal/Tier I

- ALL students are “in” Tier I
- Core instruction for everyone
- Differentiated instruction
- General progress monitoring

Secondary/Tier II

- Needed for about 15% of students
- Supplemental instruction (in addition to Tier I)
- Occurs in small group (5-8 students)
- Bi-weekly progress monitoring

Intensive/Tier III

- Needed for about 5% of students
- Individualized instruction (in addition to Tier II)
- Group size 1-3 students
- Weekly progress monitoring

Standards

- <http://www.leeschools.net/parent-portal>



Enrichment

- **Gifted**
- **Flexible Grouping - fluid**
- **Additional time built into our schedule**

DA Schools and Title I

- **Extra time built into day (30 mins.)**
- **Extra support funded through Title I**
 - **Paraprofessionals**
 - **Educational Resources and software programs**
- **Training**
 - **Orange River Elem. SIOP school**
 - **Professional Learning Communities – PLC**
 - **Leadership Team**



TRITON TIME MARINER MIDDLE

Period 9 and 10



TRITON TIME IS A TIME FOR INTERVENTION OR ENRICHMENT.

- This period rotates every two weeks to meet each student's academic needs.
- Day 1 and 2 of a cycle are with your mentor teacher
- Day 3 through 10 of the cycle are in one of the following places based on individual student needs...
 - Enrichment
 - Intervention

INTERVENTION

- Students are placed into intervention according to the standards taught in each class during every 2 week cycle.
- During intervention, students will work on mastering the standard in fun, creative new ways so that they better understand what is being taught in their class.
 - At the end of the 2 week cycle, students have the opportunity to show mastery again to show improvement in their scores. New scores will be recorded in the teacher's gradebook.

LAFS.6.RI.2.5

InfoData by GradePDFWordCPALMS

Description

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Body of Knowledge

Reading Standards for Informational Text

Idea Standard

Craft and Structure

Cog. Complexity Rating

Level 3: Strategic Thinking & Complex Reasoning

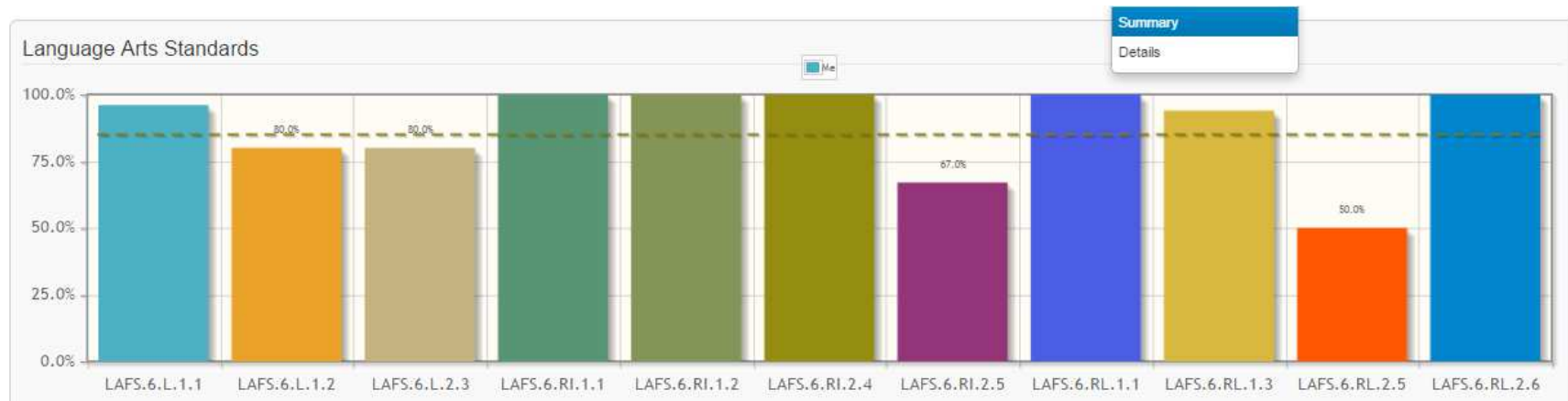


ENRICHMENT

- If students have mastered standards in all of their classes students will be assigned their choice of enrichment.
- Students choose an enrichment where they can go more in depth on academic topics or challenge themselves more.
 - Some examples of enrichment have been
 - Cultural Arts, Robotics, Chess, Art, Music, Poetry, Book Study, Presentations, Physics of Toys, Scientific Exploration, and many more.

WHY WE DO TRITON TIME

- Students get the targeted extra help they need daily
- Students get to see many teachers at Mariner, not just their own teachers
- Teachers report that classroom grades have increased
- Students have a mentor teacher to guide them through all 3 years of middle school
- Students track their own progress and take ownership of their data and standards.



CASTLE STANDARDS TRACKER

0722 Me School District

Triton Time Cycle 8 AlannaLM

Home SAT QotD Schedule Quick Links

Word of the Day

shogunate

Definition: (noun) A form of government in which the ruler is an absolute dictator (not restricted by a constitution or laws or opposition etc.).
Synonyms: monarchy, dictatorship. Usage: The people had philosophical problems with the shogunate, but they had to admit that trade and commerce were flourishing under its rule. Discuss

Student Apps



My Kudos

Kudos		Show All
Date	From	
12/08/15	Stevens	
10/05/15	Stevens	

My Positive Referrals

Positive Referrals			Show All
Date	Trait	Submitted By	
12/08/15	Academic Excellence	Stevens	

My Discipline

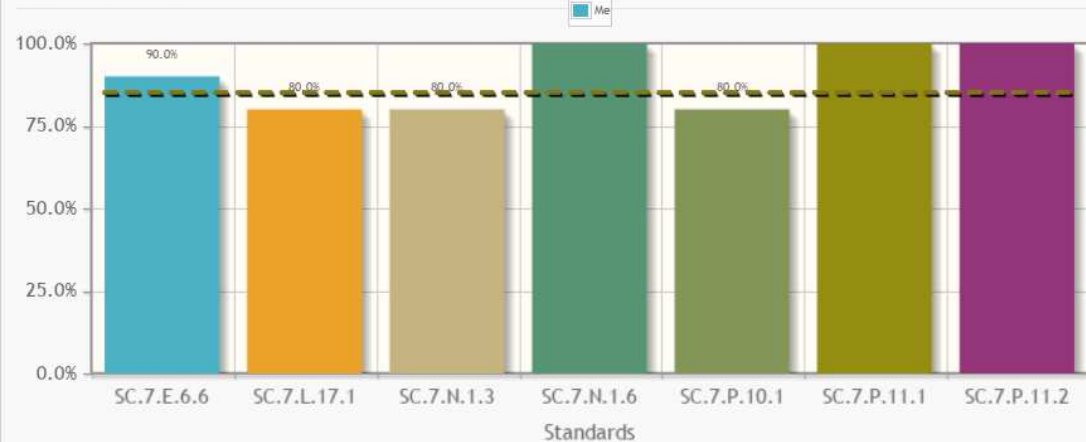
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My Standards

Math Language Arts Science Social Studies Electives

[Go to my Standards Dashboard](#)

Science Standards



Castle Standards Tracker

Science Standards										
Standard	Ct	Ern	Pos	Last Score		Max Score		Avg	Mode	
SC.7.E.6.6	2	9	10	100%	01/13/16	100%	01/13/16	90		
SC.7.L.17.1	1	4	5	80%	12/01/15	80%	12/01/15	80		
SC.7.N.1.3	1	4	5	80%	09/18/15	80%	09/18/15	80		
SC.7.N.1.6	2	10	10	100%	09/16/15	100%	09/16/15	100	100	
SC.7.P.10.1	1	4	5	80%	10/07/15	80%	10/07/15	80		
SC.7.P.11.1	1	5	5	100%	11/10/15	100%	11/10/15	100		
SC.7.P.11.2	1	5	5	100%	10/28/15	100%	10/28/15	100		
Total: 7										

Social Studies Standards										
Standard	Ct	Ern	Pos	Last Score		Max Score		Avg	Mode	
SS.7.C.1.1	1	5	5	100%	09/30/15	100%	09/30/15	100		
SS.7.C.1.3	1	3	5	60%	10/14/15	60%	10/14/15	60		
SS.7.C.1.4	1	5	5	100%	10/28/15	100%	10/28/15	100		
SS.7.C.1.5	1	5	5	100%	12/16/15	100%	12/16/15	100		
SS.7.C.2.1	2	10	10	100%	09/02/15	100%	09/02/15	100	100	
SS.7.C.2.2	1	5	5	100%	09/16/15	100%	09/16/15	100		
SS.7.C.3.1	2	11	15	80%	12/02/15	80%	12/02/15	73		
Total: 7										



TRITON TIME

- Questions?