



## CURRICULUM COUNCIL AGENDA September 15, 2017

Members Present: Wanda Miller, Cathy Collins, Harmony Brenneman, **TJ Winkler**, **Fran Mort**, **Jill Ackerman**, Jackie Blosser, Sally Windle, Stacy Barker, **Joel Steinmetz**, Kristen Lee, Brian Wischmeyer, Lee Stockhaus, **Peter Badertscher** purple not in attendance

Old Business-

*All Curriculum guide upload work is on hold with WATSON discussions ongoing.*

New Business –

Girl Scout Program – Megan Sherman

500+ girls from Lima City in programs.

Girl Scout Programs during the school day available for K-HS. *(See attachment at end of notes for complete list of programs with bulleted themes.)* Once a week for 6 to 8 weeks for a Program. No Instructional time should be used for Girl Scout Programs.

**No vote was taken as they had been previously approved.**

**LEARN SMART** – ~~Joel~~ *subbing for Joel; Harmony*

Pilot program to use Learn Smart online for helping students prepare for retaking the Ohio Biology End-of-Course exam. The program will be utilized in remedial courses and for tutoring.

"I intend to use it as a test prep tool for students who need to try again on the Ohio Biology test. The cost is normally \$35 per student but I have already secured a deal to use it for the entire school year at no cost.

My current arrangement is for 30 students and up to 3 staff." Joel submitted by email

Pre-Test determines where students need help and goes from there.

Brian moved and Jackie seconded a motion to approve the use of LEARN SMART for Biology remediation...it was approved without dissent.

New Course for HS – Brian W.

Reading Foundations Course for one student, taught by Paula Kelly. He gets an elective credit.

Jackie moved and Sally seconded a motion that the course be approved...it was approved without dissent.

## Committee Updates

**Arts –**

SLO's have varied time lengths, but have been adapted. Guidelines were reviewed.

PD week session was attended by all arts/PE staff.

**Career Tech –**

*See attached file of Numbers of students.* Grade Card Report: C on technical achievement, B for graduation rate, F for Prepared for Success, A for post program placement. Spent two days of PD on Courses of study and had to submit by 9/15/2017. Makerfest is Oct. 19,20.

**ELA –**

Working on SLO growth Targets for Aimswebplus using Rate of Improvement of whole year\*# weeks to get a minimum growth for each level. 3-8 uses Reading Inventory growth from reports. SLO templates will be shared on Monday.

**Math –**

SLO growth chart is attached below notes. Started PD with coaches and in buildings according to schedule.

**Science –**

No Report

**Social Studies –**

Still waiting for delivery of supplemental materials for AH, but all the rest of new textbooks are in classrooms and being used. SLO 4<sup>th</sup> and 6<sup>th</sup> were modified to match textbook rather than standards since no longer a tested subject. ODE standards revision will be voted on soon with all the recommendations of committee being adopted.

**Special Ed. –**

Alternate Assessment webinar was viewed where State is bringing back AA 1% cap. Lima will need to do a wavier and justification and follow through with more meetings.

**Technology –**

NO REPORT

**Meeting was adjourned at 2:18 P.M.**

## Kindergarten and First Grade

### *Super Healthy Girls*—Self Esteem

- Develop Positive Values
- Practical Life Skills
- Promote Team Building
- Resourceful Problem Solvers
- Identify Community Needs
- Critical Thinking Skills

### *Talk It Out*—Conflict Resolution

- Girl Scout Basics
- Communicating Peacefully
- Managing Emotions
- Compassion for Others
- Cooperative Learning

## Second and Third Grade

### *A Healthier You*—Self Esteem

- What is a Friend?
- What Kind of Friend Do You Want?
- Good Friend vs. Bad Friend
- Friendly Words vs. Hurtful Words
- Making Friends
- Accept and Value Each Person

### *Working It Out*—Conflict Resolution

- Introduction to Girl Scouts
- Bullying Prevention
- Listening and Feelings
- Healthy Relationships
- Inspire Other to Act
- Team Building Exercise

### *Free Being Me*

- What's inside us matters most.
- There is not just one way to look beautiful.
- It's great to appreciate what our bodies can do, as well as what they look like.
- The media uses a narrow idea of beauty to sell

## Fourth and Fifth Grade

### *Peace'n It All Together*—Conflict Resolution

- What Makes You Angry?
- Compromise
- Dealing with Anger
- Bullying
- Bully Prevention
- Cyber Bullying

### *All Things Healthy*—Self Esteem

- What is Self Esteem?
- What Makes You "You"
- Body Images
- Media Messages
- Body Wise and Stress Tester
- Strong Mind and Body

### *Free Being Me*

- What's inside us matters most.
- There is not just one way to look beautiful.
- It's great to appreciate what our bodies can do, as well as what they look like.
- The media uses a narrow idea of beauty to sell things to us.

### *Financial Literacy*

- Hone financial skills
- Work as a team
- Social and networking skills
- Value of money
- Develop Critical Thinking
- Team Building

### *Design Time!*

- Design and process
- Work as a team
- Building and designing
- Introduce career choices in engineering
- Develop Critical Thinking
- Team Building

### *Discover Coding*

- Introduce the concept of computer coding.
- Participate in hands on activities.
- Have fun through interactive team builders.
- Explore the field of computer science and programming.

THERE IS POWER IN  
EVERY G.I.R.L.

## Sixth through Eighth Grade

### *Power Up! Relational Aggression among Girls—Conflict Resolution*

- Girls will be able to identify the four types of bullying .
- Girls will learn about friendship styles.
- Girls will learn how to give and receive compliments and complete a service project.
- Girls will learn about online safety, and identify at least two ways to be safe online.

### *I'm Healthy and I Know It—Health and Wellness*

- Girls will develop a strong sense of self, promote cooperation and team building.
- Girls will develop positive values, promote cooperation and team building.
- Girls will gain practical life skills.

### *Free Being Me*

- What's inside us matters most.
- There is not just one way to look beautiful.
- It's great to appreciate what our bodies can do, as well as what they look like.
- The media uses a narrow idea of beauty to sell things to us.

### *BFF (Be a Friend First)*

- Creative Writing
- Role Play/Games
- Discussion Exercise
- Healthy Relationships
- Develop Critical Thinking
- Team Building

### *Take Charge*

- Help girls navigate relationships.
- Know how to help friends who are at risk.
- Understand what makes a healthy relationship.
- Gender Stereotypes
- Discuss dangers of dating violence.

### *Discover Coding*

- Introduce the concept of computer coding.
- Participate in hands on activities.
- Have fun through interactive team builders.
- Explore the field of computer science and programming.
- Participate in a service project.

### *Design Time!*

- Design and Process
- Work as a Team
- Building and Designing
- Introduce Career Choices in Engineering
- Develop Critical Thinking
- Team Building

## High School

### *Beautiful Me—Health and Wellness*

- Media Messages
- Emotional Health
- Healthy Eating
- Physical Health
- Self Esteem and Body Image
- Future Goals

### *Leading the Way—Conflict Resolution*

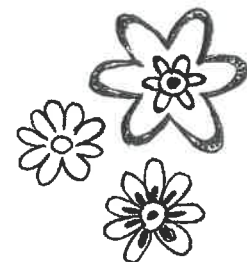
- Girls will develop positive values.
- Girls will feel connected to their community.
- Girls will promote cooperation and team building.
- Girls will develop critical thinking.

### *Take Charge*

- Help girls navigate relationships.
- Know how to help friends who are at risk.
- Understand what makes a healthy relationship.
- Gender Stereotypes
- Discuss dangers of dating violence.

### *Imagine your STEM Future*

- Girls will explore the logic of computer programming.
- Extract DNA from a banana.
- Build a switch from a basic circuit.
- Clean up an oil spill.



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## Reading Foundations





The Reading Foundations course combines multi-sensory techniques along with the structure of the English language. Those items taught include: phonemes and morphemes, such as prefixes, suffixes, and roots. Common spelling rules are introduced as well. The Reading Foundations course incorporates the three learning pathways, which are: auditory, kinesthetic, and visual. The approach allows for implementation of Response to Intervention (RTI) at all levels while allowing for differentiation of instruction.

# Ohio School Report Cards

## 2016 - 2017 Career-Technical Planning District Report Card for Lima City CTPD



Overview | Achievement | Prepared for Success | Graduation Rate | Post Program Outcomes | Federal | Details

 <p><b>Achievement</b></p> <p>The Achievement component represents the number of students who pass the state's tests and the technical assessments that measure the skills and knowledge learned in a student's career-technical program.</p> <p><b>Technical Skill Attainment</b> 70.8%.....<b>C</b></p> <p><b>Indicators Met</b> <i>Coming Soon</i>.....</p>	<p>COMPONENT GRADE</p> <p><i>Coming Soon</i></p>	 <p><b>Prepared For Success</b></p> <p>Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.</p> <p><b>COM</b></p>
 <p><b>Graduation Rate</b></p> <p>The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.</p> <p><b>Graduation Rates</b> 94.1% of students graduated in 4 years.....<b>A</b> 89.5% of students graduated in 5 years.....<b>C</b></p>	<p>COMPONENT GRADE</p> <p><b>B</b></p> <p><a href="#">VIEW MORE DATA</a></p>	 <p><b>Post-Program Outcomes</b></p> <p>Post-Program Placement measures the proportion of students who are employed, in an apprenticeship, join the military, or are enrolled in postsecondary education or advanced training in the six months after leaving school. Industry credentials measures the proportion of students earning industry credentials or certificates before they leave high school, or in the first six months after leaving school.</p> <p><b>COM</b></p> <p><b>Post-Program Placement</b> 96.0%.....<b>A</b></p> <p>Industry-Recognized Credentials.....21.0% Status Known Rate.....100.0%</p>



# Career/Technical Students

	2008+2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.
Auto Mechanics	5	4	10	2	17	12	16	14	17	9	7	8	9	5	14	6	10	4	18	5
Auto Technology	6	6	7	4																
Computer Network Systems																				
Construction Trades	20	11	10	10	19	8	13	9	9	7	13	3	17	5	15	9	17	10	13	14
Early Childhood Education	19	9	15	13	13	14	12	9	13	9	15	5	15	11	16	6	14	11	21	12
Engineering - PLTW	7	2	6	3	8	5	8	8	9	8	2	6	12	2	11	6	10	10	17	7
Food Management	19	13	14	10	18	10	17	12	17	10	15	12	16	11	13	12	12	10	15	8
Graphic Communications	18	12	20	15	20	20	12	19	17	7	19	13	17	12	19	13	21	15	14	15
Health Occupations	17	8	12	9																
Interactive Multi-Media	7	13	17	4	22	15	17	17	7	13	15	3	10	3	10	7	11	4	5	9
Marketing - Donald	20	12	9	5	21	6	13	15	13	11	17	10	19	17	20	14	20	19	20	17
Marketing - Hood	23	17	24	19	24	22	26	23	20	24	19	14	19	16	22	17	18	17	17	16
Medical Office Management	3	3	9	1	5	4	2	2												
Patient Care Tech	18	10	7	5	31	13	20	21	24	11	24	10	18	14	18	11	21	16	25	17
Welding			14		10	6	12	6	13	7	13	6	13	5	9	8	11	5	14	6
TOTALS	182	120	174	100	208	135	168	155	159	116	159	90	165	101	167	109	165	121	179	126
Total Students	280	228	234	249	237	218	256	267	254	221	246	199	246	205	222	182				
% of Total in Career/Tech	65.0%	52.6%	74.4%	40.2%	87.8%	61.9%	65.6%	58.1%	62.6%	52.5%	64.6%	45.2%	67.1%	49.3%	75.2%	59.9%				

## Expected Growth on the MI for SLO's

	2	3	4	5	6	7	8
EM400-EM1	108-128	135-153	145-175	148-178	105-153	95-163	90-163
0-99	161-191	203-229	218-263	221-266	158-229	143-244	135-244
100-199	135-169	184-214	195-240	203-240	150-221	150-214	132-214
200-299	109-139	169-191	173-206	180-210	142-176	139-180	135-188
300-399	75-109	146-169	146-176	150-180	124-154	124-154	124-161
400-499	45-86	128-150	120-150	124-154	109-131	105-135	113-143
500-599		105-131	90-120	98-128	90-113	90-116	98-124
600-699		83-113	64-94	71-101	71-94	71-94	82-105
700-799		56-98	34-68	45-75	49-71	53-75	68-90
800-899				19-49	30-53	34-56	53-75
900-999					8-34	15-38	38-56
1000-1099							19-41
1100-1199							
1200-1299							

All SWD who take the AIR test (not alternative assessment) will be held to the growth chart above.



If a student falls into a box shaded in Blue, this means that they will have to complete the capstone/stretch project.