

**Regular Meeting**

**BOARD OF EDUCATION  
Jacksonville School District #117**

**AGENDA**

**Wednesday, September 16, 2009**

**Board Room**

**211 West State Street**

**Jacksonville, IL 62650**

**7:00 PM**

- I. PUBLIC HEARING - FY 2009-10 BUDGET
- II. ROLL CALL
- III. RECEPTION OF VISITORS, PETITIONS OR COMMUNICATIONS
- IV. ANNOUNCEMENTS
  - A. Recognition
  - B. Donations
- V. APPROVAL OF AGENDA
- VI. REPORT OF THE PRINCIPAL - MS. CAMERER, WASHINGTON
- VII. INFORMATIONAL ITEMS
  - A. P.R.I.D.E. Day Review (Mrs. Olson)
  - B. Plus/Delta Review (Mr. Huddle)

2

**BOARD OF EDUCATION  
QUALITY TOOL / PARKING LOT ITEMS  
08/19/09**

PLUS

- Great Committee of the Whole meeting with Early Years!
- Nice Job, Early Years
- Great presentation by Early Years
- Early Years – WOW! More of this kind of info.

DELTA

- Committee of the Whole still too formal

PARKING LOT/ISSUE BIN

- I would like to continue hearing from different groups during the Committee of the Whole meetings.
- Good job on budget presentation. Lots of numbers, but well presented. Yeah Carol Link!



**SCHOOL DISTRICT NO. 117**  
**516 Jordan Street**  
**Jacksonville, IL 62650**

**August 25, 2009 - 6th Day**

ENROLLMENT 3442

BUILDING	PRE-K	K	1	2	3	4	5	6	Other	Other	Other	7	8	9	10	11	12	TOTAL	+/-
Eisenhower		49	43	55	47	49	45	48	CD-Pri 8	CD-Int 13	CD-Other 7							364	0
Franklin		46	44	45	46	24	44	31										280	1
Lincoln		61	51	45	43	38	36	31	ED									305	3
Murrayville		24	22	24	20	31	16	20	OHI 5									162	0
North		31	27	30	23	39	29	24	EMR 13									216	0
South		38	41	50	43	38	38	36	ED 4									288	0
Washington		43	37	39	44	39	26	41	ED 10	Autism 7								286	0
Walnut Court*	106																	106	106
Turner Jr. High										Sp Ed		250	252					532	1
									Cog D		6	10							
									ED		7	7							
J.H.S.										REGULAR				244	256	217	223	1009	1
									EMH				12	12	1	13			
									ED				4	4	5	3			
									TMH				2	3	1	9			
									T.I.P.										
Total	106	292	265	288	266	258	234	231	40	20	7	263	269	262	275	224	248	3442	3442
+/- from Yester	106	0	1	0	1	1	0	1	0	0	0	1	1	0	1	0	0		

\*PreK not included in totals

2006-2007	6th Day Enrollment	3496
2007-2008	6th Day Enrollment	3439
2008-2009	6th Day Enrollment	3473
2009-2010	6th Day Enrollment	3442
	<b>Difference</b>	31

D. Building Tours (Mr. Huddle)  
E. K-6 Field Trips (Mrs. Kilver)

6

Elementary Field Trips  
2009-2010

Grade Level	Trip	Location	Date
6 <sup>th</sup>	JHS Planetarium	Jacksonville High School	January/February
6 <sup>th</sup>	Stewardship Days	Western Illinois Campgrounds	September 30 or October 1
6 <sup>th</sup>	Passavant Hospital Human Body	Jacksonville	April
5 <sup>th</sup> Grade	Steam Show Days	Prairieland Heritage Site	September 25
5 <sup>th</sup> Grade	Lincoln Sites (Capitol, Museum, Tomb, Home)	Springfield	
5 <sup>th</sup> Grade	Stewardship Days	Western Illinois Campgrounds	September 30 or October 1
4 <sup>th</sup> Grade	Dance in Illinois	Springfield/Sangamon Auditorium	Not available until 2011 Working with Jax Theater Guild
4 <sup>th</sup> Grade	Lincoln Museum	Springfield	
4 <sup>th</sup> Grade	Hadden Farms		
3 <sup>rd</sup> Grade	New Salem	Petersburg	
3 <sup>rd</sup> Grade	Stewardship Days	Morgan Co. Fairgrounds	Spring
3 <sup>rd</sup> Grade	Lincoln Memorial Gardens	Springfield	
2 <sup>nd</sup> Grade	Passavant Hospital	Jacksonville	April 29
2 <sup>nd</sup> Grade	Theatrical Experience	Jacksonville	October 20, 2009
2 <sup>nd</sup> Grade	Symphony	Jacksonville	February 9, 2010
1 <sup>st</sup> Grade	Henson Robinson Zoo	Springfield	
1 <sup>st</sup> Grade	Illinois State Museum	Springfield	
1 <sup>st</sup> Grade	Theatrical Experience	Jacksonville	October 20, 2009
Kindergarten	Winchester Extension Farm Days	Winchester	September 23 and 24
Kindergarten	Pumpkin Patch		Fall
Kindergarten	Theatrical Experience	Jacksonville	October 20, 2009



# JACKSONVILLE DISTRICT 117

## K-6 LANGUAGE ARTS ASSESSMENTS AT A GLANCE

2009-2010

This document has been prepared in order to be a quick reference for the structure of language arts assessments as well as instructional approaches. More information may be provided with NWEA/MAP trainings, each grade level pacing guide, the Writing Curriculum, the Sight Word Guidelines, and District-level collaboration and standardization.

### ASSESSMENT SCHEDULE

Grade Level	NWEA/MAP	DRA2	WRITING	SIGHT WORDS	ACADEMIC VOCAB.
<b>K</b>	<u>Universal Screening</u> Beg: Sept. Q2: Dec. Q4: May	May be used: * to drive instruction after NWEA/MAP testing. * with SAP plans as needed.	<u># of Assessed Drafts</u> Q1 & Q2: 2 Q3: 2 Q4: 2	<u>Due Dates:</u> Q1: Oct. 2 Q2: Dec. 18 Q3: Mar. 19 Q4: May 14	Q1: Review Period Q2: Review Period Q3: Pilot Program Q4: Pilot Assessment
<b>1</b>	<u>Universal Screening</u> Beg: Sept. Q2: Dec. Q4: May	May be used: * to drive instruction after NWEA/MAP testing. * with SAP plans as needed.	<u># of Assessed Drafts</u> Q1: 2 Q2: 2 Q3: 2 Q4: 2	<u>Due Dates:</u> Q1: Oct. 2 Q2: Dec. 18 Q3: Mar. 19 Q4: May 14	Q1: Review Period Q2: Review Period Q3: Pilot Program Q4: Pilot Assessment
<b>2</b>	<u>Universal Screening</u> Beg: Sept. Q2: Dec. Q4: May	May be used: * to drive instruction after NWEA/MAP testing. * with SAP plans as needed.	<u># of Assessed Drafts</u> Q1: 2 Q2: 2 Q3: 2 Q4: 2	<u>Due Dates:</u> Q1: Oct. 2 Q2: Dec. 18 Q3: Mar. 19 Q4: May 14	Q1: Review Period Q2: Review Period Q3: Pilot Program Q4: Pilot Assessment
<b>3</b>	<u>Universal Screening</u> Beg: Sept. Q2: Dec. Q4: May	May be used: * to drive instruction after NWEA/MAP testing. * with SAP plans as needed.	<u># of Assessed Drafts</u> Q1: 2 Q2: 2 Q3: 2 Q4: 2	<u>Due Dates:</u> Q1: Oct. 2 Q2: Dec. 18 Q3: Mar. 19 Q4: May 14	Q1: Review Period Q2: Review Period Q3: Pilot Program Q4: Pilot Assessment
<b>4</b>	<u>Universal Screening</u> Beg: Sept. Q2: Dec. Q4: May	May be used: * to drive instruction after NWEA/MAP testing. * with SAP plans as needed.	<u># of Assessed Drafts</u> Q1: 2 Q2: 2 Q3: 2 Q4: 2	May be referenced for SAP students.	Q1: Review Period Q2: Review Period Q3: Pilot Program Q4: Pilot Assessment
<b>5</b>	<u>Universal Screening</u> Beg: Sept. Q2: Dec. Q4: May	May be used: * to drive instruction after NWEA/MAP testing. * with SAP plans as needed.	<u># of Assessed Drafts</u> Q1: 2 Q2: 2 Q3: 2 Q4: 2	May be referenced for SAP students.	Q1: Review Period Q2: Review Period Q3: Pilot Program Q4: Pilot Assessment
<b>6</b>	<u>Universal Screening</u> Beg: Sept. Q2: Dec. Q4: May	May be used: * to drive instruction after NWEA/MAP testing. * with SAP plans as needed.	<u># of Assessed Drafts</u> Q1: 2 Q2: 2 Q3: 2 Q4: 2	May be referenced for SAP students.	Q1: Review Period Q2: Review Period Q3: Pilot Program Q4: Pilot Assessment

- Data from the 2009-2010 school year will establish the baseline data.
- Teachers will need to make adjustments in the structure to meet the needs of new students when applicable.

# NWEA/MAP

NWEA assessments are computer-adaptive (meaning they adapt to a student’s unique ability with each test question either getting harder or easier – depending on the student’s ability to answer the previous question). The goal of these assessments is to identify how a student can make the greatest academic growth.

## **NWEA assessments provide highly accurate results that can be used to:**

- Identify skills and concepts that students have learned (and more importantly, what they are ready learn).
- Monitor academic growth over time.
- Diagnose instructional needs and placement for Talented and Gifted, special needs, English language and other supplemental programs.
- Make data-informed decisions at the classroom, school, district and organizational level (for example, evaluating the effectiveness of certain academic or extracurricular programs or providing data to be incorporated into teacher evaluation).
- Predict performance on state-mandated tests as required under the No Child Left Behind Act.

<b>READING</b>			
<b>2008 Status Norms (RIT Values)</b>			
<b>Grade</b>	<b>Beginning of Year</b>	<b>Middle of Year</b>	<b>End of Year</b>
<b>K</b>	146	151	155
<b>1</b>	160	167	173
<b>2</b>	179	186	190
<b>3</b>	192	197	200
<b>4</b>	201	205	207
<b>5</b>	208	211	212
<b>6</b>	213	215	216

<b>MATH</b>			
<b>2008 Status Norms (RIT Values)</b>			
<b>Grade</b>	<b>Beginning of Year</b>	<b>Middle of Year</b>	<b>End of Year</b>
<b>K</b>	148	152	158
<b>1</b>	164	171	178
<b>2</b>	179	186	191
<b>3</b>	192	199	203
<b>4</b>	203	208	211
<b>5</b>	212	216	220
<b>6</b>	219	222	225

## DRA2

### **The Developmental Reading Assessment 2 can be used:**

- For further analysis of a student’s reading skills as a result of an “at risk” performance on the NWEA/MAP test. The DRA2 can give the teacher important information regarding what skills need to be developed in order to increase reading ability. This information will then be used to drive instruction in small group and with Tier II and III types of interventions.
- To establish data for Student Assistance Documentation.
- To establish initial groups at the appropriate developmental level for guided reading (optional).

### **When administering the DRA2, teachers should be reminded to:**

- Follow the directions as given in the Teacher’s Guide. Be sure to look for the instructional or developmental level.
- Use running records, observations, and anecdotal records to keep groups flexible and monitor individual student’s progress.
- Keep the current testing forms in the student’s work folder.
- Use the terms below grade level, at grade level, and above grade level and communicate expectations clearly with parents.

**The following table shows the End of Year Local Benchmarks by Grade Level:**

	<b>Benchmarks</b>	<b>Testing Cut-Offs</b>
<b>K</b>	2	16
<b>1</b>	16	28
<b>2</b>	28	38
<b>3</b>	38	40
<b>4</b>	40	50
<b>5</b>	50	60
<b>6</b>	60	70

# WRITING ASSESSMENT

**Teachers should refer to the District's Writing Curriculum for guidance and expectations in addition to the chart below:**

GRADE LEVEL	WRITING TIME PER DAY	EXIT WRITING TARGET	TYPES OF WRITING
<b>K</b>	20-30 minutes daily	3 Focused Sentences	Expository/Narrative
<b>1</b>	25-40 minutes daily	1 Focused Paragraph (with an opening & a closing)	Expository/Narrative
<b>2</b>	35-45 minutes daily	Multiple Paragraph Essay (3-5)	Expository/Narrative
<b>3</b>	45-55 minutes daily	Multiple Paragraph Essay (3-5)	Expository/Narrative/Persuasive
<b>4-6</b>	45-55 minutes daily	Multiple Paragraph Essay	Expository/Narrative/Persuasive

## Common Language for Writing Products

<b>First Draft</b>	An <i>independently produced</i> sample of a student's writing without peer or teacher input. (For example: These would be the products a teacher would collect and use as conference materials at the end of an instructional week.)
<b>Assessed Draft</b>	This first draft has been assessed using a rubric or developmental curriculum; the findings and/or data would then be utilized to determine classroom/individual needs and to drive instruction. This information would also be used during team review meetings between grade level teachers.

**Please refer to the following chart for expectations on quarterly writing products:**

Grade Level	Assessment Tool	Q1	Q2	Q3	Q4
<b>K</b>	K-2 Writing Continuum	6 First Draft Pieces 2 Assessed Drafts Team Review: Jan.		6 First Draft Pieces 2 Assessed Drafts Team Review: Mar.	6 First Draft Pieces 2 Assessed Drafts Team Review: May
<b>1</b>	Grade 1 & 1-2 Rubrics	6 First Draft Pieces 2 Assessed Drafts Team Review: Oct.	6 First Draft Pieces 2 Assessed Drafts Team Review: Jan.	6 First Draft Pieces 2 Assessed Drafts Team Review: Mar.	6 First Draft Pieces 2 Assessed Drafts Team Review: May
<b>2</b>	Grade 1-2 & 2-3 Rubrics	6 First Draft Pieces 2 Assessed Drafts Team Review: Oct.	6 First Draft Pieces 2 Assessed Drafts Team Review: Jan.	6 First Draft Pieces 2 Assessed Drafts Team Review: Mar.	6 First Draft Pieces 2 Assessed Drafts Team Review: May
<b>3</b>	Grade 2-3 Rubrics	6 First Draft Pieces 2 Assessed Drafts Team Review: Oct.	6 First Draft Pieces 2 Assessed Drafts Team Review: Jan.	6 First Draft Pieces 2 Assessed Drafts Team Review: Mar.	6 First Draft Pieces 2 Assessed Drafts Team Review: May
<b>4-6</b>	Grade 4-8 Rubrics	6 First Draft Pieces 2 Assessed Drafts Team Review: Oct.	6 First Draft Pieces 2 Assessed Drafts Team Review: Jan.	6 First Draft Pieces 2 Assessed Drafts Team Review: Mar.	6 First Draft Pieces 2 Assessed Drafts Team Review: May

# SIGHT WORDS

It is the District's intent to track sight word acquisition in grades K – 3.

*Remember: that which is measured moves!*

## **Please use the following guidelines:**

1. At the beginning of the year, teachers should familiarize themselves with the sight word scores from the previous year (when applicable). This will help with the initial instruction for these high frequency words. In the fall of 2009, these scores can be found in the DRA folders.
2. Use the pacing guides for your grade level to determine the words for instruction each week. These can serve as guides for instruction, ongoing assessment, homework lists, or classroom practice.
3. Each quarter, teachers will use their grade level tool to record results on all mastery words from individual students.
4. Results of data collected should be recorded into the electronic worksheet and forwarded to Central Office, literacy leaders, and your building administrator. Due dates for quarterly data can be found on the front cover of this document.
5. Retain results of the grade level assessment sheet in each student's work folder.
6. Involve parents in their child's acquisition of sight words.

Please refer to the following table for end of year benchmarks:

GRADE LEVEL	# OF WORDS BY LEVEL	END OF YEAR MASTERY SCORES
<b>K</b>	<b>25 Mastery</b> 35 Awareness/20 Concept	20-25
<b>1</b>	<b>75 Mastery</b> 75 Awareness	64-75
<b>2</b>	<b>200 Mastery</b> 100 Awareness	180-200
<b>3</b>	<b>300 Mastery</b>	285-300

## ACADEMIC VOCABULARY

Teaching specific vocabulary in a systematic way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the content they will encounter in school. Goals for students include using a robust vocabulary appropriately in both formal and informal settings and improving performance on standardized testing (locally, nationally, and globally).

### Implementation Plan:

- During the 2008-2009 school year, District elementary teachers began to review terms drawn from national standards documents to create grade level word lists by subject area. With the knowledge that all terms are not equally important, the intent was to develop lists of key terms that would be **critically important** to the understanding of the given subject areas.
- The 2009-2010 school year will be used to review and pilot a list of terms, instructional procedures, and assessments for use with grades K-6 in the area of **math**.
- The District grade level committees and Literacy Leaders will continue developing lists for other subject areas.

# JACKSONVILLE SCHOOL DISTRICT #117

## K-6 WRITING CURRICULUM

Jacksonville School District 117 understands the importance of every child learning to write as an enjoyable and motivating means of communicating their ideas and knowledge for a variety of purposes. Every child experiencing this curriculum will be able to apply learned writing skills as a vital tool in their daily life and for self-improvement.

To support this writing philosophy the Jacksonville School District is committed to providing administrators, teachers, students, and parents the following:

- A visible continuum of skills and expectations
- Daily writing instruction
- A viable curriculum that support skills through scaffolding
- Common assessments, collaborative scoring, and common tools so that all children receive what they need at their instructional level
- Clear communication to all stakeholders to clarify possible confusion concerning “buzz” words, numerous graphic organizers and rubrics, and non-explicit instructional language
- Annual staff development opportunities for staff and administrators
- Annual Parent Academies on writing instruction to support parents as the first teachers

### A QUALITY WRITING TEACHER...

- values the importance of written communication.
- is motivated, passionate, and persistent.
- possesses ability to teach based on assessment and to design instruction based on assessed needs.
- organizes materials, data, and instruction efficiently.
- exhibits resourcefulness and demonstrates knowledge of research-based methods.
- demonstrates knowledge of genres, features, and assessments.
- uses state standards and rubrics.
- understands that writing development is based on a continuum of skills.
- provides writing instruction on a daily basis including modeled, guided, and independent experiences.
- conferences and differentiates to meet individual needs.
- scaffolds, provides support, and guides instruction.

### Implementation Plan

During the 2009-2010 school year, grade level teachers will meet as committees to:

- collect quality writing samples
- collaboratively score writing pieces
- share and determine quality graphic organizers
- continue reviewing the draft materials for goals, mini-lessons, topics, etc.

# GUIDELINES FOR WRITING INSTRUCTION

GRADE LEVEL	WRITING TIME/DAY	EXIT WRITING TARGET	TYPES OF WRITING
Kindergarten	20-30 minutes daily	3 Focused Sentences	Expository/Narrative
1 <sup>st</sup> Grade	25-40 minutes daily	1 Focused Paragraph (Cohesive & Coherent)	Expository/Narrative
2 <sup>nd</sup> Grade	35-45 minutes daily	Multiple Paragraph Essays (4)	Expository/Narrative
3 <sup>rd</sup> Grade	45-55 minutes daily	Multiple Paragraph Essays (4)	Expository/Narrative/Persuasive
4 <sup>th</sup> -6 <sup>th</sup> Grade	45-55 minutes daily*	Multiple Paragraph Essays	Expository/Narrative/Persuasive

\* Explicit writing opportunity must occur across the content-area in order to meet language arts standards.

# COMMON LANGUAGE FOR WRITING INSTRUCTION

TERMS	DEFINITIONS
Essay	a multiple paragraph writing piece
First Draft	an independent sample of a student's writing without peer or teacher input
Assessed Draft	this first draft has been assessed using a rubric or developmental curriculum; the findings and/or data would then be used to determine classroom/individual needs and drive instruction
Polished for Print	this writing piece has been edited, revised, and met a teacher's expectations; it is ready for publication or posting; "finished piece"
Graded Piece	this draft or version has been collected and assessed on a teacher's scale (which may or may not be based on a rubric/continuum); teachers are reminded that using rubrics to assign grades is not recommended
Mini-Lesson	these short 5 to 7 minute lessons are based on what a teacher determines needs to be addressed from students' writing or what needs to be covered according to the District's curriculum; mini-lesson skills should be evidenced in the week's written piece

# KINDERGARTEN WRITING CURRICULUM GUIDE

## NUMBER OF STUDENT PRODUCTS

Quarter	Minimum Kindergarten First Drafts	Minimum First Drafts Assessed On Continuum	Team Peer Review Date
First Semester	6	2	January
Third Quarter	6	2	March
Fourth Quarter	6	2	May
Yearly Total	18	6	3

## WRITING FOLDER REQUIREMENTS

- After the first quarter, a minimum of 2 assessed draft pieces should be placed in writing folder each quarter.
- By the end of the year, the teacher should review each child's folder.
- **A minimum of 2 assessed drafts should be included in the writing folder to be transitioned with the child to the next teacher.**
- These 2 samples should represent the student's best work. (In addition, a sample from the beginning of the year may be included to show growth.)

## KINDERGARTEN EXAMPLE OF 3 PATTERNED SENTENCE WRITING

<u>Example Outline:</u>	<u>Example Essay:</u>
Title or Opening Sentence (Provided by Teacher) Detail Detail Detail	Snacks I like to eat popcorn. I like to eat celery. I like to eat apples.

## INSTRUCTIONAL EXPECTATIONS

- Establish common language (refer to common language document).
- Use correct terminology for parts of a paragraph.
- Originate focus or opening sentence for patterned writing.
- Use repetitive writing to model (acceptable at this stage of development).
- Use continuum/rubric on First Draft.
- Instruct primarily on the Expository model with some focus on Narrative.

## TARGET MASTERY SKILLS

- Write multiple sentences written on a topic. (These may be in patterned form.)
- Use letters to represent sounds.
- Spell known sight words correctly.

# KINDERGARTEN WRITING GOALS

<b>QUARTER 1</b> <b>Pictures/Labels</b>	<b>QUARTER 2</b> <b>Labels/Phrases</b>
<ul style="list-style-type: none"> <li>• Students will draw a picture to express an understanding of a given topic.</li> <li>• Students begin to use developmental writing (e.g. scribbles, letter-like symbols, strings of letters, words based on sounds, individual words, or labels).</li> <li>• Students use oral language skills to add details to picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Students begin completing patterned sentences with pictures or words.            I like the ✎.            I like the ☁.            I like the ▲.</li> <li>• Students write words based on more than one sound.</li> </ul>
<b>QUARTER 3</b> <b>Complete Sentence</b>	<b>QUARTER 4</b> <b>Multiple Sentences</b>
<ul style="list-style-type: none"> <li>• Students will be able to write 1 focused sentence.            We can _____.            _____.</li> <li>• Students spell words based on sounds heard in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to write 3 patterned sentences that are written to a topic.            _____.            _____.            _____.</li> <li>• Students will use letters to represent sounds in the initial, medial, and final positions.</li> <li>• Students will begin writing known sight words correctly.</li> <li>• Students will begin using punctuation, capitalization, and spacing appropriately.</li> </ul>

# KINDERGARTEN WRITING MINI-LESSONS

These are instructional points that may need to be addressed during the kindergarten school year. Most teacher mini-lessons will derive from the conventions feature.

	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Focus</b>	<ul style="list-style-type: none"> <li>▪ Using a Picture with Print</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing One Thought about a Picture or a Given Topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write a Complete Sentence on a Given Topic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Write Multiple Sentences on a Given Topic</li> </ul>
<b>Support/Elaboration</b>	<ul style="list-style-type: none"> <li>▪ Using Picture or Print to Add Details</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using Print to Explain or Add Details</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using Specific Word Choice</li> <li>▪ Changing Verb Choice</li> <li>▪ Adding on to a Sentence</li> <li>▪ Including Extensions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Answering a Reader's Questions</li> <li>▪ Using Specific Word Choice</li> <li>▪ Adding on to a Sentence</li> <li>▪ Including Extensions</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>▪ Use Labels &amp;/or Simple Phrases that Match the Picture</li> </ul>	<ul style="list-style-type: none"> <li>▪ Patterned, Simple Sentence Structure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Patterned, Simple Sentence Structure with Extensions</li> <li>▪ Varied Sentence Structure</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extending Shorter Sentences with Connecting Words</li> <li>▪ Organizing Thoughts</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>▪ Stretching Words</li> <li>▪ Rereading to Add Letters</li> <li>▪ Spelling Reference (Word Wall &amp; Charts)</li> <li>▪ Concept of Letter, Word, &amp; Sentence</li> <li>▪ Sentence Pointing (Modeled Piece or Predictable Charts)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rereading</li> <li>▪ Counting Words in a Message, Sentence, or Piece</li> <li>▪ Spelling Words Based on Sounds Heard</li> <li>▪ Using Spelling References</li> <li>▪ Using the Entire Page</li> <li>▪ Capitalizing Proper Nouns &amp; Places</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reread &amp; Touch Words in Piece</li> <li>▪ Reread for Editing</li> <li>▪ Attempting to Spell Bigger Words</li> <li>▪ Using Spelling References</li> <li>▪ Using Mostly Lowercase Letters</li> <li>▪ Word Boundaries ( Spacing within Words)</li> <li>▪ Spacing between Words</li> <li>▪ Writing a Complete Sentence</li> <li>▪ Capitalizing the Beginning of a Sentence</li> <li>▪ Using Periods</li> <li>▪ Using Exclamation Points</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using Spelling References</li> <li>▪ Using Question Marks</li> <li>▪ Using an Editing Checklists</li> <li>▪ Using Singular &amp; Plural Nouns</li> </ul>
<b>Procedures</b>	<ul style="list-style-type: none"> <li>▪ Name on Paper</li> <li>▪ Expectations for Writing Products</li> <li>▪ Independent Work Behavior</li> <li>▪ Conferencing</li> <li>▪ Sharing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peer Help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Think, Pair, and Share</li> </ul>	

# KINDERGARTEN WEEKLY WRITING FORMAT

Day of Week	Instructional Procedures
<b>Monday</b>	<ul style="list-style-type: none"><li>• Access prior knowledge using an organizer with the whole group. (Once completed as a group the organizer is not left out for viewing. This activity assists teacher in determining what additional content needs to be taught as well as activates prior knowledge.)</li></ul>
<b>Tuesday</b>	<ul style="list-style-type: none"><li>• Students draw, label, or write 3 facts, activities, or events on the weekly theme.</li><li>• Students do not see these sentences again. Teacher uses these sentences to check sentence structure, spelling, sight/word wall words, grammar, etc. to determine if specific mini-lessons are needed, and to check students' content knowledge for draft writing.</li></ul>
<b>Wednesday</b>	<ul style="list-style-type: none"><li>• Teacher models how to write on the theme using appropriate genre format while using “think-aloud” strategy. This modeling may start with drawing and labeling and end the year with a focused paragraph. The majority of the time will be focused on patterned sentences.</li><li>• This modeled writing is not left out for students to use as a reference. It is sometimes used as a model for the mini-lesson before the draft writing (e.g. to check for capitals, spaces, and periods).</li></ul>
<b>Thursday</b>	<ul style="list-style-type: none"><li>• Students <i>independently</i> write an individual paragraph.</li></ul>
<b>Friday</b>	<ul style="list-style-type: none"><li>• Teacher holds conferences with students as needed. Students who have met the criteria of the assignment may take part in “free writing time” where they might produce letters, posters, stories, notes, cards, etc.</li><li>• Optional: Students may write final copy if needed.</li></ul>

# KINDERGARTEN

## PREDICTABLE CHARTS & PATTERNED SENTENCES

These are different sentence frames incorporating the Kindergarten Mastery Sight Words with units in Language Arts, Science, & Social Studies.

<b>Quarter 1</b>	<b>Quarter 2</b>
I am...(Self) I can...(Rules/Self) I see...(School) We like to...(Friends) We play...(Families/Friends) My mom/dad is...(Family) You are...(Friends) I see.../ We see ...(Fall/ Holidays) I have...(Needs) Plants are...(Plants) Here is a...(Plants) It is.../It can...(Animals) Here are...(Habitats)	It is...(Earth) It can...(Weather) A ____ can go...(Transportation) Here is a...(Transportation/Food) We have...(Food) I like...(Food) We play...(Families/Friends) You can feel...(Feelings) I wish for...(Holidays) I want...(Holidays) I give...(Holidays)
<b>Quarter 3</b>	<b>Quarter 4</b>
It is.../It can...(Animals) I go to the...(Neighborhood) There are...(Matter) It is...(Matter) It can...(Movement) It can...(Weather) I feel...(Weather) It looks...(Weather) He was...(Martin Luther King, Jr.) I do...(Responsibility)	Day is.../Night is...(Day & Night) They can...(Machines) Plants are...(Plants) Here is a...(Plants) It has...(Plants) Look at the...(Spring) We can...(Earth Day) She is...(Mother's Day) I said, "..."(End of Year) We do...(End of Year)

# GRADE 1

## WRITING CURRICULUM GUIDE

### NUMBER OF STUDENT PRODUCTS

Quarter	Minimum First Drafts	Minimum First Drafts Assessed with Rubric	Team Review Date
First Quarter	6	2	October
Second Quarter	6	2	January
Third Quarter	6	2	March
Fourth Quarter	6	2	May
Yearly Total	24	8	4

### WRITING FOLDER REQUIREMENTS

- A minimum of 2 assessed draft pieces should be placed in writing folder each quarter.
- By the end of the year, the teacher should review each child's folder.
- **A minimum of 2 assessed drafts should be included in the writing folder to be transitioned with the child to the next teacher.**
- These 2 samples should represent the student's best work and preferably be in the expository form. (A sample from the beginning of the year may also be included to show growth.)

### FIRST GRADE EXAMPLE OUTLINES FOR 1 FOCUSED PARAGRAPH

#### Narrative Essay:

Opening Sentence  
 Detail/Elaboration Sentence  
 Detail/Elaboration Sentence  
 Detail/Elaboration Sentence  
 Closing Sentence

#### Expository Essay:

Opening Sentence  
 Support Sentence  
 Support Sentence  
 Support Sentence  
 Closing Sentence

#### First Grade Expository Essay Example

We have been learning about plants. Plants are important. They make air for us. Some plants make food for us to eat. Fruit comes from plants. We learned that some fruits have many seeds, and some fruits have just one seed. What do you know about plants?

#### First Grade Narrative Essay Example

When I was in kindergarten, my parents signed me up for piano lessons. It was really hard for me. First, I had to learn my notes. My dad made flash cards. It didn't take me very long to learn them after that. I felt very happy. Now I can play the piano.

## INSTRUCTIONAL EXPECTATIONS

- Focus primarily on expository writing.
- Instruct on narrative (maximum of 3 weeks).
- Use data to assess need for mini-lessons and instruction.
- Establish common language (refer to common language document).
- Use correct terminology for parts of a paragraph.
- Use sentences.
- Introduce paragraph indenting.
- Begin using transition words. Post good transition words in the classroom.

## GRADE 1 WRITING SKILLS

<b>Prior Mastery Skills</b>	<b>Grade 1 Target Mastery Skills</b>
<ul style="list-style-type: none"><li>• Write multiple sentences on a topic</li><li>• Use letters to represent sounds</li><li>• Spell known sight words correctly</li></ul>	<ul style="list-style-type: none"><li>• Minimum of 5 Sentence Paragraph:<ul style="list-style-type: none"><li>Opening Sentence</li><li>3 Detail Sentences</li><li>Closing Sentence</li></ul></li><li>• Space between words</li><li>• Beginning capitalization, capital I</li><li>• Ending punctuation</li></ul>

# GRADE 1 WRITING GOALS

<b>Quarter 1</b>	<b>Quarter 2</b>
<b>6 FIRST DRAFTS (minimum of 2 assessed)</b>	<b>6 FIRST DRAFTS (minimum of 2 assessed)</b>
<ul style="list-style-type: none"> <li>• Students will be able to draw a picture and write multiple sentences on a topic.</li> <li>• Students will begin to use a variety of sentence structures.</li> <li>• Students will use letters to represent sounds in the initial, medial, and final positions.</li> <li>• Students will write known sight words correctly.</li> <li>• Students will attempt to use ending punctuation, capitalization, and spacing appropriately.</li> <li>• Students will begin to be able to read own writing and notice mistakes with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will begin to be able to write with an opening (focus) sentence.</li> <li>• Students will have three detail sentences for their topic (support or elaboration).</li> <li>• Students will use phonetic spelling to write independently (c-v-c pattern evident, beginning to use long vowel, v-c-e, pattern).</li> <li>• Students will spell simple words and known sight words correctly.</li> <li>• Students will begin to use ending punctuation, capitalization, and spacing appropriately.</li> <li>• Students will be better at reading their own writing and noticing their mistakes with guidance.</li> </ul>
<b>Quarter 3</b>	<b>Quarter 4</b>
<b>6 FIRST DRAFTS (minimum of 2 assessed)</b>	<b>6 FIRST DRAFTS (minimum of 2 assessed)</b>
<ul style="list-style-type: none"> <li>• Students will write with an opening and begin to use a closing sentence.</li> <li>• Students will write at least three detail sentences for their topic.</li> <li>• Students will begin to use transition words.</li> <li>• Students will use phonetic spelling to write independently, c-v-c and v-c-e patterns evident, beginning to use alternate vowel spellings as introduced (ai, ay, ee, ea, y as long e or i, ow, oa, igh, ar, or, er, ir, ur)</li> <li>• Students will spell simple words and known sight words correctly.</li> <li>• Students will use ending punctuation, capitalization, and spacing appropriately.</li> <li>• Students will be able to read own writing and notice mistakes with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will independently write a cohesive paragraph with a clear focus, including both an opening and closing sentence.</li> <li>• Students will write at least three detail sentences using specificity.</li> <li>• Students will begin using voice in their writing.</li> <li>• Students will continue to use transition words.</li> <li>• Students will begin to indent the first word in the paragraph.</li> <li>• Students will begin to use transitional spelling to write independently.</li> <li>• Students will spell simple words and known sight words correctly.</li> <li>• Students will use ending punctuation, capitalization, and spacing appropriately.</li> <li>• Students will be able to read own writing and notice mistakes with guidance.</li> </ul>

# GRADE 1 MINI LESSONS

Qtr 1	Qtr 2	Qtr 3	Qtr 4
<b>KEY CONCEPTS FOR FOCUS EACH QUARTER</b>			
<ul style="list-style-type: none"> <li>✓ Writing and identifying simple sentences</li> <li>✓ Beginning capitalization</li> <li>✓ Ending punctuation</li> <li>✓ Spacing between words</li> <li>✓ Using known words to write new words</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writing opening sentences</li> <li>✓ Writing detail sentences on a topic</li> <li>✓ Writing longer sentences</li> <li>✓ Overuse of <b>and</b></li> <li>✓ Identifying sentences in own writing and punctuating correctly</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writing better opening sentences</li> <li>✓ Writing closing sentences</li> <li>✓ Continued work on detail sentences, adding more support/elaboration (stop and tell more: 2<sup>nd</sup> order details)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writing good opening and closing sentences</li> <li>✓ Organization</li> <li>✓ Focus</li> <li>✓ Continued work on detail sentences, adding support and elaboration with 2<sup>nd</sup> order details</li> <li>✓ Writing a cohesive and coherent paragraph</li> </ul>
<b>ADDITIONAL WRITING MINI LESSON TOPICS</b>			
<i>(These should be based on the TREASURES grammar focus and/or other instructional needs identified during editing conferences.)</i>			
<ul style="list-style-type: none"> <li>✓ Writing and identifying statements</li> <li>✓ Writing and identifying questions</li> <li>✓ Writing and identifying exclamations</li> <li>✓ Using transition words (first, next, then, last)</li> <li>✓ Using a graphic organizer</li> <li>✓ Using nouns, plural nouns, irregular plural nouns</li> <li>✓ Capitalization of proper nouns</li> <li>✓ Writing with a beginning, a middle, and an end</li> <li>✓ Editing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Using verbs, present and past tenses</li> <li>✓ Using contractions (isn't, aren't, can't, didn't)</li> <li>✓ Punctuating contractions</li> <li>✓ Verb agreement</li> <li>✓ Using is/are, was/were, have/has</li> <li>✓ Continued work on using phonetic spelling to write words (especially vowel patterns), sentence structure, capitalization, punctuation, using graphic organizers, using transition words, and editing</li> </ul>	<ul style="list-style-type: none"> <li>✓ Verb agreement</li> <li>✓ Using present and past tenses of go, do, see</li> <li>✓ Contractions (using wasn't, don't, weren't, haven't)</li> <li>✓ Using and identifying adjectives</li> <li>✓ Using adjectives that compare (er, est)</li> <li>✓ Using synonyms and antonyms</li> <li>✓ Punctuating possessive nouns</li> <li>✓ Continued work on previous mini lesson topics as needed</li> </ul>	<ul style="list-style-type: none"> <li>✓ Indenting first word in paragraph</li> <li>✓ Using voice in writing</li> <li>✓ Subjects and predicates</li> <li>✓ Using pronouns (he, she, it, we, they, I, me)</li> <li>✓ Compound subjects</li> <li>✓ Compound predicates</li> <li>✓ Quotation marks</li> <li>✓ Possessive pronouns</li> <li>✓ Commas in a series</li> <li>✓ Continued work on previous mini lesson topics as needed</li> </ul>

# GRADE 1 WRITING TOPICS

The primary genre for first grade should be expository\*.

This list is comprised of topics taken from the first grade content areas of Language Arts, Science, and Social Studies. Teachers may use these suggested topics to develop weekly writing prompts.

Quarter 1	Quarter 2
<p>I am special            Rules            Family            How I've Grown            Living Things            Plants            Pets            Teamwork            Animals            Columbus            Helping Out            Animal Habitats            Character Ed Topics</p>	<p>Celebrations            Customs/Traditions            Halloween/Fall            Friendship            Thanksgiving            Pilgrims            Gratitude            Kids Around the World            Magnets            Shadows            Birds            Earth's Resources            Recycling            Character Ed Topics</p>
Quarter 3	Quarter 4
<p>Weather            Government            Citizenship            Martin Luther King, Jr.            Presidents            Valentine's Day            Black History            Fairy Tales            Scientists/inventors            Dr. Seuss            Pulaski            Character Ed Topics</p>	<p>Bugs            Spring            Watching Things Grow            St. Patrick's Day            Space Exploration            The Sky            Careers            May Day            Mothers            Character Ed Topics            Summer Vacation</p>

\*Possible shell for expository prompt:

*We have been (reading, talking) about \_\_\_\_\_.*

*Write about some (special, interesting, important) things you have learned.*

*Be sure and give details. Be sure to tell about \_\_\_\_\_.*

# GRADE 1 WEEKLY WRITING FORMAT

Day of Week	Instructional Procedures
Monday	<ul style="list-style-type: none"><li>• Access prior knowledge using an organizer with the whole group. (Once completed as a group, the organizer is not left out for viewing. This activity assists the teacher in determining what additional content needs to be taught as well as activates prior knowledge.)</li></ul>
Tuesday	<ul style="list-style-type: none"><li>• Students write 3 facts, activities, or events on the weekly theme.</li><li>• Students do not see these sentences again. Teacher uses these sentences to check sentence structure, spelling, sight/word wall words, grammar, etc. to determine if specific mini-lessons are needed, and to check students' content knowledge for draft writing.</li></ul>
Wednesday	<ul style="list-style-type: none"><li>• Teacher models how to write a paragraph on the theme using appropriate genre format while using "think-aloud" strategy.</li><li>• This modeled paragraph is not left out for students to use as a reference. It is sometimes used as a model for the mini-lesson before the draft writing (e.g. to check for capitals, spaces, and periods).</li></ul>
Thursday	<ul style="list-style-type: none"><li>• Students <b><i>independently</i></b> write an individual paragraph.</li></ul>
Friday	<ul style="list-style-type: none"><li>• Teacher holds conferences with students as needed. Students who have met the criteria of the assignment may take part in "free writing time" where they might produce letters, posters, stories, notes, cards, etc.</li><li>• Optional: Students may write final copy if needed.</li></ul>

## ASSESSMENT OF GRADE 1 WRITING

First grade writing should be evaluated weekly during editing conferences. From those conferences, teachers should gain insight for the following week's mini-lesson topics, as well as possible small group lessons that may be needed for particular students who are either below or exceeding quarterly goals.

Quarterly minimums have been established for assessing first drafts of student writing using a rubric. Teachers may use the quarterly rubric more often, however, should at least use it a minimum of twice each quarter. Rubrics to be used to assess writing may be found in the Assessment section of this document. Because writing goals change quarterly, there are five rubrics suggested for use with first grade students. The rubrics for quarters 1 through 3 are based on the writing goals per quarter and use the standard 33 point scale as found in upper grade rubrics. By the fourth quarter, teachers should use the rubrics that second grade uses during the first semester. There are two rubrics for use in this final quarter, based on the genre of writing being assessed. Again, these rubrics also use the 33 point scale as found in upper grade rubrics.

# GRADE 2

## WRITING CURRICULUM GUIDE

### NUMBER OF STUDENT PRODUCTS (PARAGRAPHS/ESSAY)

Quarter	First Drafts	Minimum First Drafts Assessed with Rubric	Team Review Date
First Quarter	* 6	2	October
Second Quarter	6	2	January
Third Quarter	6	2	March
Fourth Quarter	6	2	May
Yearly Total	24	8	4

\* First quarter drafts may consist of one or more paragraphs focusing on certain skills.

### WRITING FOLDER REQUIREMENTS

- A minimum of 2 assessed draft pieces should be placed in writing folder each quarter.
- By the end of the year, the teacher should review each child's folder.
- **A minimum of 2 assessed drafts should be included in the writing folder to be transitioned with the child to the next teacher.**
- These 2 samples should represent the student's best work and preferably be in the expository form. (A sample from the beginning of the year may also be included to show growth.)

### SECOND GRADE EXAMPLE OUTLINES FOR ESSAYS

Narrative	Expository	Persuasive
Opening Paragraph 1-3 Paragraph Body <i>(including opening sentences, elaboration with details, descriptions, and reactions, and closing sentences)</i> Closing Paragraph	Opening Paragraph 1-3 Paragraph Body <i>(including topic sentence, supporting sentences with details and reasons, and closing sentences)</i> Closing Paragraph	Opening Paragraph 1-3 Paragraph Body <i>(including topic sentence, supporting sentences with details and examples, and closing sentences)</i> Closing Paragraph

### INSTRUCTIONAL EXPECTATIONS

- Focus primarily on expository writing.
- Incorporate narrative writing into instruction in the 3<sup>rd</sup> quarter.
- Model persuasive writing in the 2<sup>nd</sup> semester a maximum of 3 times.
- Use data to assess need for mini-lessons and instruction.
- Establish common language (refer to common language document).
- Model and encourage the use of transition words. Post good transition words in the classroom.

**GRADE 2 WRITING SKILLS**

<b>Prior Mastery Skills</b>	<b>Grade 2 Target Mastery Skills</b>
<ul style="list-style-type: none"><li>• Minimum of 5 Sentence Paragraph:<ul style="list-style-type: none"><li>Opening Sentence</li><li>3 Detail Sentences</li><li>Closing Sentence</li></ul></li><li>• Space between words</li><li>• Beginning capitalization, capital</li><li>• Ending punctuation</li></ul>	<ul style="list-style-type: none"><li>• Understands framework of expository writing</li><li>• Multiple paragraph essay</li><li>• Correct usage of capitalization:<ul style="list-style-type: none"><li>Capitalize the first letter in a sentence</li><li>Capitalize proper nouns</li></ul></li><li>• Opening and closing paragraphs have a minimum of 2 sentences</li></ul>

# GRADE 2 WRITING GOALS

Quarter 1	Quarter 2
<p align="center"><b>6 FIRST DRAFTS</b> <b>(minimum of 2 assessed)</b></p>	<p align="center"><b>6 FIRST DRAFTS</b> <b>(minimum of 2 assessed)</b></p>
<ul style="list-style-type: none"> <li>• Students will independently write a cohesive paragraph with a clear focus, including both an opening and closing sentence.</li> <li>• Students will write at least three detail sentences using specificity.</li> <li>• Students will begin using voice in their writing.</li> <li>• Students will continue to use transition words.</li> <li>• Students will begin to indent the first word in the paragraph.</li> <li>• Students will begin to use transitional spelling to write independently.</li> <li>• Students will spell simple words and known sight words correctly.</li> <li>• Students will use ending punctuation, capitalization, and spacing appropriately.</li> <li>• Students will be able to read own writing and notice mistakes with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will independently write multiple paragraphs to a prompt with a clear focus including a 2 sentence opening paragraph, a body paragraph, and a 2 sentence closing paragraph.</li> <li>• Students will show evidence of using voice in their writing.</li> <li>• Students will continue to use transition words.</li> <li>• Students will indent the first word in the paragraphs.</li> <li>• Students will use transitional spelling to write independently.</li> <li>• Students will spell simple words and known sight words correctly.</li> <li>• Students will use ending punctuation, capitalization, and spacing appropriately.</li> <li>• Students will be able to read own writing and notice mistakes with guidance.</li> </ul>
Quarter 3	Quarter 4
<p align="center"><b>6 FIRST DRAFTS</b> <b>(minimum of 2 assessed)</b></p>	<p align="center"><b>6 FIRST DRAFTS</b> <b>(minimum of 2 assessed)</b></p>
<ul style="list-style-type: none"> <li>• Students will independently write a cohesive essay to a prompt including an opening paragraph with multiple sentences, a body consisting of multiple paragraphs with second order details, and a closing paragraph with multiple sentences.</li> <li>• Students will show evidence of using voice in their writing.</li> <li>• Students will continue to use transition words.</li> <li>• Students will indent the first word in the paragraphs.</li> <li>• Students will use transitional spelling to write independently.</li> <li>• Students will spell simple words and known sight words correctly.</li> <li>• Students will use ending punctuation, capitalization, and spacing appropriately.</li> <li>• Students will be able to read own writing and notice mistakes with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will independently write a cohesive essay to a prompt including an opening paragraph with multiple sentences, a body consisting of multiple paragraphs with third order details, and a closing paragraph with multiple sentences.</li> <li>• Students will show evidence of using voice in their writing.</li> <li>• Students will continue to use transition words.</li> <li>• Students will indent the first word in the paragraphs.</li> <li>• Students will use transitional spelling to write independently.</li> <li>• Students will spell simple words and known sight words correctly.</li> <li>• Students will use ending punctuation, capitalization, and spacing appropriately.</li> <li>• Students will be able to read own writing and notice mistakes with guidance.</li> </ul>

# GRADE 2 MINI-LESSONS

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<ul style="list-style-type: none"> <li>▪ Classroom procedures for writing lessons</li> <li>▪ Organization</li> <li>▪ Expanded openings</li> <li>▪ Focus</li> <li>▪ Voice</li> <li>▪ Proofreading</li> <li>▪ Transition words</li> <li>▪ Expanded closing</li> <li>▪ Writing a good sentence with multiple thoughts</li> <li>▪ Word specificity</li> <li>▪ Enhancing sentences by using adjectives &amp; adverbs</li> <li>▪ Subjects &amp; predicates</li> <li>▪ Nouns</li> <li>▪ Plural nouns</li> <li>▪ Possessive nouns</li> <li>▪ Using correct punctuation</li> <li>▪ Capitalization rules</li> <li>▪ Indentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing a 2+ sentence opening paragraph</li> <li>▪ Writing a 2+ sentence closing paragraph</li> <li>▪ Developing longer pieces of writing with opening, body, and closing paragraphs</li> <li>▪ Varying sentence structure</li> <li>▪ Using transitional sentences</li> <li>▪ Modeling first and second order details</li> <li>▪ Paragraph organization</li> <li>▪ Elaboration of supporting paragraph</li> <li>▪ Variety of openings</li> <li>▪ Verb agreement</li> <li>▪ Indenting multiple paragraphs</li> <li>▪ Introducing use of additional punctuation (commas, quotation marks, etc.)</li> </ul> <p style="text-align: center;"><i>Reinforce previous mini-lessons as needed</i></p>	<ul style="list-style-type: none"> <li>▪ Writing a cohesive essay to a prompt</li> <li>▪ Expanding opening paragraph</li> <li>▪ Expanding closing paragraph</li> <li>▪ Expanding body to include multiple paragraphs</li> <li>▪ Using second order details</li> <li>▪ Effective openings &amp; closings</li> <li>▪ Elaboration of details</li> <li>▪ Verb usage (i.e. linking, helping, irregular)</li> <li>▪ Pronoun usage</li> </ul> <p style="text-align: center;"><i>Reinforce previous mini-lessons as needed</i></p>	<ul style="list-style-type: none"> <li>▪ Usage of adjectives &amp; adverbs</li> <li>▪ Usage of articles</li> <li>▪ Including third order details in topic development</li> <li>▪ Using robust vocabulary</li> <li>▪ Varying word choice</li> </ul> <p style="text-align: center;"><i>Reinforce previous mini-lessons as needed</i></p>

## GRADE 2 WRITING TOPICS

The primary genre for second grade should be expository.

A list of topics will be developed during grade level and committee meetings. These topics are to be taken from the second grade content areas of Language Arts, Science, and Social studies. Teachers may use these suggested topics to develop weekly writing prompts.

## GRADE 2 WEEKLY WRITING FORMAT

The following formats are based on a five day writing plan. If teachers would like to further develop a topic, the plans could be extended to a 6-10 day format.

Day of Week	Instructional Procedures
<b>Monday</b>	<ul style="list-style-type: none"> <li>• Begin the writing block with a 5-7 minute mini-lesson.</li> <li>• Access prior knowledge and brainstorm ideas about the given topic. Use graphic organizers when possible (i.e. Venn Diagram, character chart, persuasive chart, etc.) This group organizer is not left out for viewing. This activity assists teacher in determining what additional content needs to be taught as well as activates prior knowledge.</li> </ul>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Begin the writing block with a 5-7 minute mini-lesson.</li> <li>• Students work on a particular feature or element of writing using the weekly topic and genre. (i.e., opening, closing, or body paragraphs which include strong details and elaboration)</li> </ul>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>• Begin the writing block with a 5-7 minute mini-lesson.</li> <li>• Teacher models good writing of a specific feature or of an entire essay on the theme using appropriate genre format while using “think-aloud” strategy.</li> <li>• This modeled paragraph is not left out for students to use as a reference. It is sometimes used as a model for the mini-lesson before the draft writing (e.g. to check for capitals, spaces, and periods).</li> </ul>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Students <b><i>independently</i></b> write to a specific feature or an entire essay.</li> </ul>
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Teacher holds conferences with students as needed. Students who have met the criteria of the assignment may take part in “free writing time” where they might produce letters, posters, stories, notes, cards, etc.</li> <li>• Optional: Students may write final copy if needed.</li> </ul>

Day of Week	Optional Instructional Procedures (May be used to aid in the development of a longer piece)
<b>Monday</b>	<ul style="list-style-type: none"> <li>• Begin the writing block with a 5-7 minute mini-lesson.</li> <li>• Access prior knowledge and brainstorm ideas about the given topic. Use graphic organizers when possible (i.e. Venn Diagram, character chart, persuasive chart, etc.) This group organizer is not left out for viewing. This activity assists teacher in determining what additional content needs to be taught as well as activates prior knowledge.</li> </ul>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Begin the writing block with a 5-7 minute mini-lesson.</li> <li>• Teacher models good writing of a specific feature or of an entire essay on the theme using appropriate genre format while using “think-aloud” strategy.</li> <li>• This modeled paragraph is not left out for students to use as a reference. It is sometimes used as a model for the mini-lesson before the draft writing (e.g. to check for capitals, spaces, and periods).</li> </ul>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>• Begin the writing block with a 5-7 minute mini-lesson.</li> <li>• Students write opening paragraph.</li> </ul>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Begin the writing block with a 5-7 minute mini-lesson.</li> <li>• Students write body paragraph(s).</li> </ul>
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Begin the writing block with a 5-7 minute mini-lesson.</li> <li>• Students write closing paragraph.</li> </ul>

## Assessment of SECOND GRADE Writing

Second grade writing should be evaluated weekly during editing conferences. From those conferences, teachers should gain insight for the following week's mini lesson topics, as well as possible small group lessons that may be needed for particular students who are either below or exceeding quarterly goals.

Quarterly minimums have been established for assessing first drafts of student writing using a rubric. Teachers may use the rubrics more often, however, should at least use them a minimum of twice each quarter. Rubrics to be used to assess writing may be found in the Assessment section.

Assessment of writing is intended to measure student growth and drive instruction. Teachers should focus on moving students through a continuum of skills. Using rubrics to assign grades is not recommended. As this curriculum is piloted, the District will establish local benchmarks during team review scoring throughout the year.

**Grade 2 Rubric Cut Score Conversion Chart**

Exceeds 30-33	33-32	100%
	31	95%
	30	90%
Meets 22-29	29-28	88-87%
	27-26	84-85%
	25	80%
	24	78%
	23	75%
	22	70%
Below 21	21	65%

# GRADE 3

## WRITING CURRICULUM GUIDE

### NUMBER OF STUDENT PRODUCTS (PARAGRAPHS/ESSAY)

Quarter	First Drafts	Minimum First Drafts Assessed with Rubric	Team Review Date
First Quarter	*6	2	October
Second Quarter	6	2	January
Third Quarter	6	2	March
Fourth Quarter	6	2	May
Yearly Total	24	8	4

\*First quarter drafts may consist of one or more paragraphs focusing on certain skills. Teachers should use the 2-3 rubric for assessment during the 1<sup>st</sup> quarter.

### ISAT Preparation

*During the 2<sup>nd</sup> and 3<sup>rd</sup> quarters, assessed drafts should be on “cold topics” to prepare students for ISAT writing. These topics would not be developed through the school week in a 5-day plan.*

### WRITING FOLDER REQUIREMENTS

- A minimum of 2 assessed draft pieces should be placed in writing folder each quarter.
- By the end of the year, the teacher should review each child’s folder.
- **A minimum of 2 assessed drafts should be included in the writing folder to be transitioned with the child to the next teacher.**
- These 2 samples should represent the student’s best work and preferably be in the expository form. (A sample from the beginning of the year may also be included to show growth.)

### THIRD GRADE EXAMPLE OUTLINES (MULTIPLE PARAGRAPHS)

Narrative	Expository	Persuasive (Teacher modeled)
Opening Paragraph (Launch)	Opening Paragraph (Grabber)	Opening Paragraph (Grabber)
Multiple Paragraph Format <i>Topic Sentence (Episode/Event)</i> <i>Elaboration with details, description, and reactions.</i>	Multiple Paragraph Format <i>Topic Sentence (Major Point)</i> <i>Support with details and reason</i>	Second Paragraph <i>Topic Sentence (First reason/ Why it is a good reason)</i> <i>Support with examples and detail</i>
Closing Paragraph	Closing Paragraph	Closing Paragraph

*\*Optional: Multiple paragraphs can be based on student differentiation*

## **INSTRUCTIONAL EXPECTATIONS**

- Establish common language (refer to common language document).
- Use common terminology for parts of a paragraph.
- Model explicit instruction of the features of writing: focus, support, organization, and voice.
- Model explicit instruction of the grammar component of writing.
- Use assessment data to drive instruction.
- Focus on expository with some narrative.
- Model persuasive writing in the 2<sup>nd</sup> semester a maximum of 3 times.

## **GRADE 3 WRITING SKILLS**

<b>Prior Mastery Skills</b>	<b>Grade 3 Target Mastery Skills</b>
<ul style="list-style-type: none"><li>• Understands framework of expository writing</li><li>• Multiple paragraph essay</li><li>• Correct usage of capitalization:<ul style="list-style-type: none"><li>Capitalize the first letter in a sentence</li><li>Capitalize proper nouns</li></ul></li><li>• Opening and closing paragraphs have a minimum of 2 sentences</li></ul>	<ul style="list-style-type: none"><li>• Focused essay that is coherent and cohesive</li><li>• Opening and closing paragraphs have a minimum of 3 sentences</li><li>• Body of essay has a minimum of 2 – 3 paragraphs</li><li>• Understands appropriate paragraphing</li><li>• Uses complete sentences</li></ul>

# GRADE 3 WRITING GOALS

Quarter 1	Quarter 2
<p align="center"><b>6 FIRST DRAFTS</b> (minimum of 2 assessed)</p>	<p align="center"><b>6 FIRST DRAFTS</b> (minimum of 2 assessed)</p>
<ul style="list-style-type: none"> <li>• Students will independently write a cohesive essay to a prompt including an opening paragraph with multiple sentences, a body consisting of multiple paragraphs with third order details, and a closing paragraph with multiple sentences.</li> <li>• Students will show evidence of using voice in their writing.</li> <li>• Students will continue to use transition words.</li> <li>• Students will indent the first word in the paragraphs.</li> <li>• Students will use transitional spelling to write independently.</li> <li>• Students will spell simple words and known sight words correctly.</li> <li>• Students will use ending punctuation, capitalization, and spacing appropriately.</li> <li>• Students will be able to read own writing and notice mistakes with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will independently write a cohesive essay to a prompt with a clear focus, including an opening paragraph, a minimum of 2-3 supporting paragraphs, and a closing paragraph.</li> <li>• Students will write an opening paragraph that clearly defines the topic and may preview the points to be discussed.</li> <li>• Students will write a closing paragraph that may be a restatement of the previewed points.</li> <li>• Students will write supporting paragraphs in the body of their essay that include topic sentences.</li> <li>• Students will write using basic transitions to connect sentences and paragraphs.</li> <li>• Students will support their ideas by extending them with additional information, not writing a list of unrelated specifics.</li> <li>• Students will write sentences that start with a variety of words and vary in length.</li> <li>• Students will write complete sentences, using capital letters and ending punctuation.</li> </ul>
Quarter 3	Quarter 4
<p align="center"><b>6 FIRST DRAFTS</b> (minimum of 2 assessed)</p>	<p align="center"><b>6 FIRST DRAFTS</b> (minimum of 2 assessed)</p>
<ul style="list-style-type: none"> <li>• Students will continue perfecting the skills from previous quarters.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue perfecting the skills from previous quarters.</li> </ul>

# GRADE 3 MINI-LESSONS

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>KEY CONCEPTS FOR FOCUS: FEATURES OF WRITING</b>			
<ul style="list-style-type: none"> <li>▪ Organization (graphic organizers)</li> <li>▪ Developing interesting openings (3 sentence minimum)</li> <li>▪ Developing interesting closings (3 sentence minimum)</li> <li>▪ Using basic transitions</li> <li>▪ Focus</li> <li>▪ Review paragraphing/ indenting (organization)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elaboration of specific supporting details</li> <li>▪ Using voice</li> <li>▪ Continue working on focus, transitions, openings, closings, organization</li> </ul>	<ul style="list-style-type: none"> <li>▪ Word choice (specific and varied)</li> <li>▪ Balance in body paragraphs</li> <li>▪ Continue working on previous features of writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue working on all expository writing features</li> <li>▪ Discuss narrative format/features</li> </ul>
<b>ADDITIONAL WRITING MINI LESSON TOPICS</b>			
<i>(These should be based on the TREASURES grammar focus and/or other instructional needs identified during editing conferences.)</i>			
<ul style="list-style-type: none"> <li>▪ Complete sentences and fragments</li> <li>▪ Subjects</li> <li>▪ Predicates</li> <li>▪ Types of sentences</li> <li>▪ Compound sentences</li> <li>▪ Nouns: Common, proper, singular, plural</li> <li>▪ Subject/verb agreement</li> <li>▪ Using punctuation correctly (ending punctuation, commas, apostrophes, quotation marks)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possessive nouns</li> <li>▪ Sentence combining with nouns</li> <li>▪ Verbs: action, present, past, future</li> <li>▪ Sentence combining with verbs</li> <li>▪ Verbs: be, do, have</li> </ul>	<ul style="list-style-type: none"> <li>▪ Linking verbs</li> <li>▪ Main/helper verbs</li> <li>▪ Irregular verbs</li> <li>▪ Contractions with not</li> <li>▪ Pronouns: subject/object, possessive</li> <li>▪ Pronoun/verb agreement</li> </ul> <p><i>(*This would be a good time to teach adjectives as well).</i></p>	<ul style="list-style-type: none"> <li>▪ Pronoun/verb contractions</li> <li>▪ Adjectives and articles</li> <li>▪ Adjectives that compare</li> <li>▪ Adverbs</li> <li>▪ Sentence combining with adjectives</li> </ul>

# GRADE 3 WRITING TOPICS

The primary genre for third grade should be expository.

A list of topics will be developed during grade level and committee meetings. These topics may be taken from the third grade content areas of Language Arts, Science, and Social Studies. Teachers may use these suggested topics to develop weekly writing prompts as well as use prompts previously developed for ISAT preparation.

## GRADE 3 WEEKLY WRITING FORMAT

The following format is based on a five day writing plan. If teachers would like to further develop a topic, the plan could be extended to a 6-10 day format.

Day of Week	Instructional Procedures
Monday	<ul style="list-style-type: none"><li>• Begin the writing block with a 5-7 minute mini-lesson.</li><li>• Access prior knowledge and brainstorm ideas about the given topic. Use graphic organizers when possible (i.e. Venn Diagram, character chart, persuasive chart, etc.) This group organizer is not left out for viewing. This activity assists teacher in determining what additional content needs to be taught as well as activates prior knowledge.</li></ul>
Tuesday	<ul style="list-style-type: none"><li>• Begin the writing block with a 5-7 minute mini-lesson.</li><li>• Students work on a particular feature or element of writing using the weekly topic and genre. (i.e., opening, closing, or body paragraphs which include strong details and elaboration)</li></ul>
Wednesday	<ul style="list-style-type: none"><li>• Begin the writing block with a 5-7 minute mini-lesson.</li><li>• Teacher models good writing of a specific feature or of an entire essay on the theme using appropriate genre format while using “think-aloud” strategy.</li><li>• This modeled paragraph is not left out for students to use as a reference. It is sometimes used as a model for the mini-lesson before the draft writing (e.g. to check for capitals, spaces, and periods).</li></ul>
Thursday	<ul style="list-style-type: none"><li>• Students <b>independently</b> write to a specific feature or an entire essay.</li></ul>
Friday	<ul style="list-style-type: none"><li>• Teacher holds conferences with students as needed. Students who have met the criteria of the assignment may take part in “free writing time” where they might produce letters, posters, stories, notes, cards, etc.</li><li>• Optional: Students may write final copy if needed.</li></ul>

## Assessment of THIRD GRADE Writing

Third grade writing should be evaluated weekly during editing conferences. From those conferences, teachers should gain insight for the following week's mini lesson topics, as well as possible small group lessons that may be needed for particular students who are either below or exceeding quarterly goals.

Quarterly minimums have been established for assessing first drafts of student writing using a rubric. Teachers may use the rubrics more often, however, should at least use them a minimum of twice each quarter. Rubrics to be used to assess writing may be found in the Assessment section.

Assessment of writing is intended to measure student growth and drive instruction. Teachers should focus on moving students through a continuum of skills. Using rubrics to assign grades is not recommended. As this curriculum is piloted, the District will establish local benchmarks during team review scoring throughout the year.

**Grade 3 Rubric Cut Score Conversion Chart**

Exceeds 30-33	33-32	100%
	31	95%
	30	90%
Meets 22-29	29-28	88-87%
	27-26	84-85%
	25	80%
	24	78%
	23	75%
	22	70%
Below 21	21	65%

# GRADES 4 – 6

## WRITING CURRICULUM GUIDE

### NUMBER OF STUDENT PRODUCTS (PARAGRAPHS/ESSAY)

Quarter	First Drafts	Minimum First Drafts Assessed with Rubric	Team Review Date
First Quarter	6	2	October
Second Quarter	6	2	January
Third Quarter	6	2	March
Fourth Quarter	6	2	May
Yearly Total	24	8	4

### WRITING FOLDER REQUIREMENTS

- A minimum of 2 assessed draft pieces should be placed in writing folder each quarter.
- By the end of the year, the teacher should review each child’s folder.
- **A minimum of 3 assessed drafts should be included in the writing folder to be transitioned with the child to the next teacher.**
- These 3 samples should represent the student’s best work. (A sample from the beginning of the year may also be included to show growth.)

### GRADES 4 - 6 EXAMPLE OUTLINES (4-5 PARAGRAPH ESSAYS)

Narrative	Expository	Persuasive
Opening Paragraph (Launch)	Opening Paragraph (Grabber)	Opening Paragraph (Grabber)
Multiple Paragraph Format <i>Topic Sentence (Episode/Event)</i> <i>Elaboration with details, descriptions, and reactions.</i>	Multiple Paragraph Format <i>Topic Sentence (Major Point)</i> <i>Support with details and reason</i>	Multiple Paragraph Format <i>Topic Sentence (Reason/ Why it is a good reason)</i> <i>Support with examples and detail</i>
Closing Paragraph	Closing Paragraph	Closing Paragraph

*\*Optional: Multiple paragraphs can be based on student differentiation*

### INSTRUCTIONAL EXPECTATIONS

- Establish common language (refer to common language document).
- Use correct terminology for parts of a paragraph (use correct words).
- Use explicit instruction for the features of writing: focus, support, organization, and voice.
- Use explicit instruction for the components of grammar.
- Use assessment data to drive instruction.

## GRADE 4 WRITING SKILLS

<b>Prior Mastery Skills</b>	<b>Grade 4 Target Mastery Skills</b>
<ul style="list-style-type: none"> <li>• Focused essay that is coherent and cohesive</li> <li>• Opening and closing paragraphs have a minimum of 3 sentences</li> <li>• Body of essay has a minimum of 2 – 3 paragraphs</li> <li>• Understands appropriate paragraphing</li> <li>• Uses complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Use of effective openings, including ability to write a specific preview</li> <li>• Use of effective closings, including using a restatement of points</li> <li>• Use of varied sentence structure</li> <li>• Development of support and elaboration in body paragraphs</li> <li>• Coherence and cohesion</li> <li>• Use of appropriate transitions</li> <li>• Comprehension of writing organizational terms: Opening, Body, Closing</li> <li>• Effective expository writing</li> <li>• Beginning development of narrative writing</li> <li>• Developing revision skills for organizational structure and grammar</li> </ul>

## GRADE 5 WRITING SKILLS

<b>Prior Mastery Skills</b>	<b>Grade 5 Target Mastery Skills</b>
<ul style="list-style-type: none"> <li>• Use of effective openings, including ability to write a specific preview</li> <li>• Use of effective closings, including using a restatement of points</li> <li>• Use of varied sentence structure</li> <li>• Development of support and elaboration in body paragraphs</li> <li>• Coherence and cohesion</li> <li>• Use of appropriate transitions</li> <li>• Comprehension of writing organizational terms: Opening, Body, Closing</li> <li>• Effective expository writing</li> <li>• Beginning development of narrative writing</li> <li>• Developing revision skills for organizational structure and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a variety of opening statements, including questions, onomatopoeia, hyperbole, and facts or definitions.</li> <li>• Use of a variety of closings, including a restatement of points plus an umbrella statement</li> <li>• Transitioning with varied sentence structure</li> <li>• Build and connect ideas to create depth</li> <li>• Write in-depth balanced support</li> <li>• Maintain logic throughout</li> <li>• Writes with a clear, purposeful focus and voice</li> <li>• Comprehension of 3 types of writing: Expository, Narrative, and Persuasive</li> <li>• Effective expository and narrative writing</li> <li>• Beginning development of persuasive writing</li> <li>• Revision skills for organizational structure: focus, support/elaboration, audience, voice, opening, and closing</li> <li>• Revision skills for grammar</li> </ul>

## GRADE 6 WRITING SKILLS

<b>Prior Mastery Skills</b>	<b>Grade 6 Target Mastery Skills</b>
<ul style="list-style-type: none"> <li>• Use of a variety of opening statements, including questions, onomatopoeia, hyperbole, and facts or definitions.</li> <li>• Use of a variety of closings, including a restatement of points plus an umbrella statement</li> <li>• Transitioning with varied sentence structure</li> <li>• Build and connect ideas to create depth</li> <li>• Write in-depth balanced support</li> <li>• Maintain logic throughout</li> <li>• Write with a clear, purposeful focus and voice</li> <li>• Comprehension of 3 types of writing: Expository, Narrative, and Persuasive</li> <li>• Effective expository and narrative writing</li> <li>• Beginning development of persuasive writing</li> <li>• Revision skills for organizational structure: focus, support/elaboration, audience, voice, opening, and closing</li> <li>• Revision skills for grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Effective multiple openings and closings</li> <li>• With narrative, use of dialogue for opening paragraph</li> <li>• Understanding and ability to write a thesis statement</li> <li>• Uses 2<sup>nd</sup> order of support with reasoning and specifics (If...then...)</li> <li>• Uses varied sentence structures (simple, compound, complex, compound-complex)</li> <li>• Connect sentences and paragraphs through effective and varied transitions and other devices appropriate for the assigned genre of writing</li> <li>• Effective expository, narrative, and persuasive writing</li> <li>• Word choice creates specific imagery</li> <li>• Revision skills for organizational structure: focus, support/elaboration, audience, voice, opening, and closing</li> <li>• Revision skills for grammar</li> <li>• Revision skills for perfect publishing</li> </ul>

# GRADE 4 WRITING GOALS

Quarter 1	Quarter 2
<p align="center"><b>6 FIRST DRAFTS</b> (minimum of 2 assessed)</p>	<p align="center"><b>6 FIRST DRAFTS</b> (minimum of 2 assessed)</p>
<ul style="list-style-type: none"> <li>• Students will independently write a cohesive essay to a prompt with a clear focus, including an opening paragraph, a minimum of 2-3 supporting paragraphs, and a closing paragraph.</li> <li>• Students will write an opening paragraph that clearly defines the topic and may preview the points to be discussed.</li> <li>• Students will write a closing paragraph that may be a restatement of the previewed points.</li> <li>• Students will write supporting paragraphs in the body of their essay that include topic sentences.</li> <li>• Students will write using basic transitions to connect sentences and paragraphs.</li> <li>• Students will support their ideas by extending them with additional information, not writing a list of unrelated specifics.</li> <li>• Students will write sentences that start with a variety of words and vary in length.</li> <li>• Students will write complete sentences, using capital letters and ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will independently write a cohesive and coherent essay to a prompt, maintaining a clear, purposeful focus and voice, including an opening paragraph, 4-5 supporting paragraphs, and a closing paragraph.</li> <li>• Students will set the purpose of the composition through a thematic introduction or specific preview.</li> <li>• Students will write an effective closing that relates to the topic, which may be a restatement of points from the introduction.</li> <li>• Students will write supporting paragraphs with well chosen words that suit the message, including details to support major points.</li> <li>• Students will build and connect ideas to create depth, maintaining consistent voice throughout.</li> <li>• Students will include clear structure and use appropriate paragraphing for major points.</li> <li>• Students will write in complete sentences using consistent verb tenses and appropriate capitalization and punctuation.</li> </ul>
Quarter 3	Quarter 4
<p align="center"><b>6 FIRST DRAFTS</b> (minimum of 2 assessed)</p>	<p align="center"><b>6 FIRST DRAFTS</b> (minimum of 2 assessed)</p>
<ul style="list-style-type: none"> <li>• Students will continue perfecting the skills from previous quarters.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue perfecting the skills from previous quarters.</li> </ul>

# GRADES 5-6 WRITING GOALS

<b>Quarter 1</b>	<b>Quarter 2</b>
<b>6 FIRST DRAFTS (minimum of 2 assessed)</b>	<b>6 FIRST DRAFTS (minimum of 2 assessed)</b>
<ul style="list-style-type: none"> <li>• Students will independently write a cohesive and coherent essay to a prompt, maintaining a clear, purposeful focus and voice, including an opening paragraph, 4-5 supporting paragraphs, and a closing paragraph.</li> <li>• Students will set the purpose of the composition through a thematic introduction or specific preview.</li> <li>• Students will write an effective closing that relates to the topic, which may be a restatement of points from the introduction.</li> <li>• Students will write supporting paragraphs with well chosen words that suit the message, including details to support major points.</li> <li>• Students will build and connect ideas to create depth, maintaining consistent voice throughout.</li> <li>• Students will include clear structure and use appropriate paragraphing for major points.</li> <li>• Students will write in complete sentences using consistent verb tenses and appropriate capitalization and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue perfecting their skills to independently write a cohesive and coherent essay to a prompt, maintaining a clear, purposeful focus and voice, including an opening paragraph, 4-5 supporting paragraphs, and a closing paragraph.</li> <li>• Students will develop an understanding of the three different types of writing and be able to write appropriate openings, closings, and supporting paragraphs corresponding to the given genre.</li> <li>• Students will write with imagery, well-chosen words, and robust vocabulary.</li> <li>• Students will use specific details to support major points, developing points to the same degree of specificity.</li> <li>• Students will maintain consistent voice throughout their writing.</li> <li>• Students will use appropriate transitional words and phrases to connect and unify sentences and paragraphs.</li> <li>• Students will write in complete sentences using consistent verb tenses and appropriate capitalization and punctuation.</li> <li>• Students will perfect editing skills for organizational structure, grammar, and punctuation.</li> </ul>
<b>Quarter 3</b>	<b>Quarter 4</b>
<b>6 FIRST DRAFTS (minimum of 2 assessed)</b>	<b>6 FIRST DRAFTS (minimum of 2 assessed)</b>
<ul style="list-style-type: none"> <li>• Students will continue perfecting the skills from previous quarters.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue perfecting the skills from previous quarters.</li> </ul>

# GRADES 4-6 MINI-LESSONS

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>KEY CONCEPTS FOR FOCUS: FEATURES OF WRITING</b>			
<ul style="list-style-type: none"> <li>▪ Organization (graphic organizers)</li> <li>▪ Developing interesting opening paragraphs</li> <li>▪ Developing interesting closing paragraphs</li> <li>▪ Using basic transitions to connect sentences and paragraphs</li> <li>▪ Focus</li> <li>▪ Review paragraphing (organization)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Openings (Expository Grabbers)</li> <li>▪ Closings</li> <li>▪ Elaboration of specific supporting details</li> <li>▪ Word choice (Descriptive words, onomatopoeia, similes, metaphors)</li> <li>▪ Using voice</li> <li>▪ Continue working on focus, transitions, openings, closings, organization</li> </ul>	<ul style="list-style-type: none"> <li>▪ Word choice (specific and varied)</li> <li>▪ Balance in body paragraphs</li> <li>▪ Continue working on previous features of writing</li> <li>▪ Narrative structure</li> <li>▪ Revision skills for organizational structure: focus, support/elaboration, audience, voice, opening, and closing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue working on all writing features (expository, narrative, persuasive)</li> </ul>
<b>ADDITIONAL WRITING MINI LESSON TOPICS</b>			
<i>(These should be based on the TREASURES grammar focus and/or other instructional needs identified during editing conferences.)</i>			
<ul style="list-style-type: none"> <li>▪ Complete sentences and fragments</li> <li>▪ Types of sentences</li> <li>▪ Compound sentences</li> <li>▪ Varied sentence structure</li> <li>▪ Nouns: Common, proper, singular, plural, possessive, plural and possessive</li> <li>▪ Subject/verb agreement</li> <li>▪ Using punctuation correctly (ending punctuation, commas, apostrophes, quotation marks)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbs: action, present, past, future</li> <li>▪ Linking verbs</li> <li>▪ Main/helper verbs</li> <li>▪ Word choice: adjectives and adverbs</li> <li>▪ Revision skills for grammar</li> </ul>	<ul style="list-style-type: none"> <li>▪ Contractions</li> <li>▪ Pronouns</li> <li>▪ Pronoun/verb agreement</li> <li>▪ Homophones</li> <li>▪ Revision skills for grammar</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adjectives</li> <li>▪ Articles</li> <li>▪ Adverbs</li> <li>▪ Negatives</li> <li>▪ Revision skills for grammar</li> </ul>

# GRADES 4-6 WRITING TOPICS

A list of topics will be developed during grade level and committee meetings. These topics may be taken from the grade-level content areas of Language Arts, Science, and Social Studies. Teachers may use these suggested topics to develop weekly writing prompts as well as use prompts previously developed for ISAT preparation.

## GRADES 4-6 WEEKLY WRITING FORMAT

The following format is based on a five day writing plan. If teachers would like to further develop a topic, the plan could be extended to a 6-10 day format.

Day of Week	Instructional Procedures
<b>Monday</b>	<ul style="list-style-type: none"> <li>• Begin the writing block with a 5-7 minute mini-lesson.</li> <li>• Access prior knowledge and brainstorm ideas about the given topic. Use graphic organizers when possible (i.e. Venn Diagram, character chart, persuasive chart, etc.) This group organizer is not left out for viewing. This activity assists teacher in determining what additional content needs to be taught as well as activates prior knowledge.</li> </ul>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Begin the writing block with a 5-7 minute mini-lesson.</li> <li>• Students work on a particular feature or element of writing using the weekly topic and genre. (i.e., opening, closing, or body paragraphs which include strong details and elaboration)</li> </ul>
<b>Wednesday</b>	<ul style="list-style-type: none"> <li>• Begin the writing block with a 5-7 minute mini-lesson.</li> <li>• Teacher models good writing of a specific feature or of an entire essay on the theme using appropriate genre format while using “think-aloud” strategy.</li> <li>• This modeled paragraph is not left out for students to use as a reference. It is sometimes used as a model for the mini-lesson before the draft writing (e.g. to check for capitals, spaces, and periods).</li> </ul>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Students <b><i>independently</i></b> write to a specific feature or an entire essay.</li> </ul>
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Teacher holds conferences with students as needed. Students who have met the criteria of the assignment may take part in “free writing time” where they might produce letters, posters, stories, notes, cards, etc.</li> <li>• Optional: Students may write final copy if needed.</li> </ul>

## Assessment of FOURTH - SIXTH GRADE Writing

Fourth, fifth, and sixth grade writing should be evaluated weekly during editing conferences. From those conferences, teachers should gain insight for the following week's mini lesson topics, as well as possible small group lessons that may be needed for particular students who are either below or exceeding quarterly goals.

Quarterly minimums have been established for assessing first drafts of student writing using a rubric. Teachers may use the rubrics more often, however, should at least use them a minimum of twice each quarter. Rubrics to be used to assess writing may be found in the Assessment section.

Assessment of writing is intended to measure student growth and drive instruction. Teachers should focus on moving students through a continuum of skills. Using rubrics to assign grades is not recommended. As this curriculum is piloted, the District will establish local benchmarks during team review scoring throughout the year.

**Grade 4-6 Rubric Cut Score Conversion Chart**

Exceeds 28 - 33	33-32	100%
	31	95%
	30	90%
	29-28	88-87%
Meets 21 - 27	27-26	84-85%
	25	80%
	24	78%
	23	75%
	22	70%
Below 21	21	65%

- G. National School Board Conference (Mr. Huddle)
  - H. School Resource Officer (Mr. Huddle)
  - I. Board Member Reports (Mrs. Ballard, Mr. Cantrell, Mrs. DeWitt)
- VIII. CONSENT AGENDA

**CONSENT AGENDA**

TO: Board of Education

FROM: Les Huddle

SUBJECT: Consent Agenda

That the Board approve the consent agenda items as follows:

- A. Financial/Treasurer’s Reports
- B. Approval of Minutes of Previous Meetings
- C. Approval of Applications for Recognition of Schools
- D. Approval of Illinois College Coultas Natatorium Lease
- E. Amendment to Public Financial Management (PFM) Individual Fixed Income Securities Investment Advisory Contract

MOVED BY: \_\_\_\_\_

Seconded \_\_\_\_\_

YEA:

NAY:

YEA:

NAY:

\_\_\_\_\_ ALBERS \_\_\_\_\_

\_\_\_\_\_ HEATON \_\_\_\_\_

\_\_\_\_\_ BALLARD \_\_\_\_\_

\_\_\_\_\_ OLSON \_\_\_\_\_

\_\_\_\_\_ DEWITT \_\_\_\_\_

\_\_\_\_\_ CLARK \_\_\_\_\_

\_\_\_\_\_ CANTRELL \_\_\_\_\_

Background Information:

- A. Financial/Treasurer's Reports (Mrs. Link)
- B. Approval of Minutes (Mr. Huddle)

**CONSENT AGENDA**

TO: Board of Education  
FROM: Les Huddle  
SUBJECT: Minutes of Previous Meetings

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board approve the minutes of previous meetings as presented.

MOVED BY:	_____		Seconded	_____	
YEA:		NAY:	YEA:		NAY:
_____	ALBERS	_____	_____	HEATON	_____
_____	BALLARD	_____	_____	OLSON	_____
_____	DEWITT	_____	_____	CLARK	_____
_____	CANTRELL	_____			

BACKGROUND INFORMATION:

**Jacksonville School District #117  
Board of Education  
Committee of the Whole Meeting  
August 19, 2009**

The Board of Education of Jacksonville School District #117 met as a Committee of the Whole on August 19, 2009, at 6:00 pm at the Jacksonville High School. Members present at roll call were Mr. Albers, Mrs. Ballard, Mr. Cantrell, Mr. Clark, Mr. Heaton and Mrs. Olson. Mrs. DeWitt arrived after roll call, Mr. Heaton was absent.. Superintendent, Les Huddle, Assistant Superintendent, Carol Kilver, Director of Human Resources, Jim Bormann, and Chief Financial Office, Carol Link were also present.

**APPROVAL OF AGENDA**

Mr. Cantrell moved, seconded by Mrs. Ballard to approve the Consent Agenda as presented. Roll: Cantrell, Ballard, Olson, Clark and Albers. Nay; None.

Mr. Huddle introduced Mary English and her staff who explained the programs included in the Early Childhood grants. Mrs. English thanked the Board for supporting the program before the State budget came through. She said for 25 years the program has served the most at risk population. She said the assistance they provide helps keep students out of special education or prison.

Currently the **Preschool for All Grant** serves 200 children with six full-day programs operating from 8:00 am to 2:30 pm. The grant pays for eight teachers and eight aides, one secretary, two custodians, one administrator and one parent educator.

Seven Parent Educators serve 130 families. They also serve 26 teen parents at JHS, ARC, and Lafayette.

The **Even Start Grant** has four components: 1) Adult Education; 2) Child Education; 3) Parent Education and 4) Interactive Literacy Activities.

The Early Years Program also has a **Parents At Teachers** Teen Project. This program focuses on Educational Goals, Parenting Goals, Family goals and also provides a Doula for pre-natal and newborn support.

The Early Years program supports a diverse population:

**2008-09 Statistics: 195 total children**

White	139	71%
Black	23	12%
Hispanic	2	1%
Multi	29	15%
Other	2	1%
Free/Reduced Fees	148	76%
Single Parent Home	66	34%
DCFS Current	10	5%
Past	24	12%
Social/Emotional	3	.01%
Parents/Depression	28	14%
Domestic Violence	47	24%
Drug/Alcohol Abuse	40	21%
Incarceration	31	16%
Chronic Illness	2	1%
Foster Care	8	4%
Grandparent	14	9%
Separation	38	19%
Premature/Low Birth Weight	15	7%
Teen Parent	22	11%
Homeless	38	19%
Unemployed or underemployed	148	76%

Mrs. Olson thanked everyone for sharing this important work with the Board.

ADJOURNMENT

Mr. Albers moved, seconded by Mrs. Ballard to adjourn the Committee of the Whole at 6:55 pm. Roll: Albers, Ballard, Cantrell, Clark and Olson. Nay. None.

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President

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Secretary

**Jacksonville School District #117  
Board of Education Regular Meeting  
August 19, 2009**

The Board of Education of Jacksonville School District #117 met in Regular Session on August 19, 2009, at 7:00 pm at the Jacksonville High School. Members present at roll call were Mr. Albers, Mrs. Ballard, Mr. Cantrell, Mr. Clark, and Mrs. Olson. Mrs. DeWitt arrived after roll call. Mr. Heaton was absent. Superintendent, Les Huddle, Assistant Superintendent, Carol Kilver, Director of Human Resources, Jim Bormann, and Chief Financial Office, Carol Link were also present.

RECEPTION OF VISITORS, PETITIONS OR COMMUNICATIONS

None.

ANNOUNCEMENTS

Mrs. Olson advised "Pride In The District" Day will be Sunday, August 30<sup>th</sup>. Illinois College will provide 75 students to assist in the projects. She has asked the PTO's to provide refreshments and the Board members to serve food at Turner at 5:00 pm

Mrs. Olson asked Mr. Cantrell, Mrs. Ballard and Mrs. DeWitt to report back to the Board after their meeting in Springfield.

APPROVAL OF AGNEDA

Mr. Cantrell moved, seconded by Mr. Clark to approve the agenda as presented. Mr. Huddle asked that Informational Item G "Committee of the Whole be added. Roll: Cantrell, Clark, Ballard, Albers, Olson and Dewitt. Nay; None.

INFORMATIONAL ITEMS

Plus/Delta Review – Mr. Huddle addressed items from last meeting. Regarding PBIS as a future informational item, Mr. Huddle advised that our District will host an in-service in October with Rebecca Hynes. Bus Drivers will be invited. Of course, Board members are always welcome.

PROJECTED ENROLLMENT REPORT

Mrs. Kilver presented projected enrollment for the year. The schools with the most growth are Washington and Lincoln with an increase of 24 students. Schools with the greatest decline are North (-20) and Franklin (17). Largest class size last year was 31 and this year will also be 31. The smallest class size last year was at Washington (12) and this year will be North (15). The average class size in our district is 25.

Mr. Albers asked whether administration has ever considered merging two grades into one classroom. Mrs. Kilver said the topic has been discussed at Murrayville-Woodson of "blending" groups of various grades. Mr. Huddle said the enrollment will stabilize over the course of the week.

Transfers – Mrs. Kilver said 91 transfer forms were completed, 73 transfers were approved which impacted 94 students (5% of total enrollment). Twenty transfers were denied which impact 30 students (1.6% of total enrollment). 18 denials were due to large class sizes.

Approvals were based on the following:

Established (Closing Jefferson)	35 (48%)
Medical	4 (5%)
Educational	5 (7%)
Convenience	23 (31%)

Mrs. Ballard applauded administration for their work to keep class sizes smaller. She would like to see the approvals for "convenience" reduced or eliminated. Mr. Albers asked "whose" convenience are we allowing, the District's or the families'? Mrs. Kilver advised that some "convenience" is due to child care or work schedules. Mrs. Kilver advised that transfers amount to 6% of our student population and the issue takes a HUGE amount of time away from other curricular issues. She reminded the Board that every elementary school has an after-school program.

HOLIDAY WAIVER AUTHORIZATION

Mrs. Kilver advised this waiver would allow administration to hold classes on Veterans Day. This is not to say that we will have school on every Veterans' day, but it would be better for education if a mid-week interruption of classes could be avoided. This waiver would give administration the flexibility for five years. Mr. Albers advised the Board that he had a conversation with County Commissioner, Dick Rawlings who expressed his concern that having school on Veterans' day would be dis-honoring to vets. Mrs. Olson advised that the number of students

who attend Veterans' Day events is zero. Mr. Cantrell suggested it may be more honoring to hold assemblies to education students about the importance of Veterans' Day.

#### TENTATIVE BUDGET 2009-2010

Mrs. Link presented the tentative budget. She reported the projected revenues to be \$31,282,405 and projected expenditures to be \$33,010,646. She advised the projection is to end the year in deficit spending by \$1,738,241. Though the budget is unbalanced, a deficit reduction plan is not required at this time. Mr. Albers advised the fund balances of \$11.5 million on July 1, 2009 and the projected ending balance on June 30, 2010 of \$9.1 million is a \$2.3 million dollar reduction or 20% of our entire budget. Mrs. Olson advised that because we are a Cash Basis entity, we can not budget any "projected" revenues. Mr. Huddle advised that he will discuss with the Board next month possible ways to stay within the budget.

#### BUILDING TOURS

Mr. Huddle said some Board members have expressed an interest in scheduling building tours. He said in the past the Board would visit two buildings on Board Meeting Nights and then have their regular meeting. Mrs. Olson expressed the importance of visiting schools. She asked for input from the Board about the format of the tours. Mr. Albers suggested board meetings NOT be held in gyms because they are not conducive to good sound or environment. Mr. Cantrell said he would be willing to visit schools in the evenings or on Saturdays. He said the Board should visit as many facilities as possible. Mrs. Ballard agreed that the Board should visit as many facilities as possible but not in conjunction with board meetings. She said when meetings were held in school gyms the audience couldn't hear, the gyms were hot and there was no parking. Mr. Olson suggested a "lunch and learn" visit to the schools. Mrs. DeWitt said she can't get away from work during the day. She encouraged administration to look "outside the box" for other options. Mr. Huddle said he would follow-up and bring a proposal back to the Board. Mrs. Olson said she would prefer to continue to hold meetings at JHS and asked Board members to send their ideas to Mr. Huddle.

#### PRELIMINARY ACHIEVEMENT SCORES

Mrs. Kilver presented preliminary ISAT/PSAE scores from last March. She advised that improvement was seen in every area but reminded the Board that the benchmarks continue to go up every year. Mrs. DeWitt asked why grade school scores so much higher than high school. Mr. Huddle said nobody really knows why, but the trend is the same across the State. He said NCLB is still waiting to be re-authorized. Mrs. Ballard asked if the acronym changes, will the law also change? Mr. Huddle said any new program will likely have a higher emphasis on high schools. Mr. Clark thanked educators for their effort in gaining student engagement. Mrs. Olson thanked students, parents and teachers for working to improve achievement.

#### COMMITTEE OF THE WHOLE

Mr. Huddle asked whether the Board would like to continue with Strategic Planning and whether to invite community members in to provide input. Mr. Cantrell suggested we invite the Regional Office to discuss our relationship with them. Mrs. Olson suggested we invite business leaders, chamber members and students to help define the board's strategic plan. She said each Board member should invite one person. She further suggested that committee of the whole meetings be held in a more casual set-up in the back of the media center.

#### CONSENT AGENDA

Mr. Albers moved, seconded by Mrs. Ballard to approve the consent agenda items as follows:

- Financial/Treasurer's Report
- Approval of Minutes of Previous Minutes
- Request for Proposal for Copiers

Roll: Albers, Ballard, DeWitt, Cantrell, Olson and Clark. Nay; None.

#### INTO CLOSED SESSION

Mr. Cantrell moved, seconded by Mrs. Ballard to adjourn to Closed Session at 8:57 pm for the appointment, employment, compensation, discipline, performance or dismissal of employees of the District 5 ILCS 120/2 (c)(1).  
Roll: Cantrell, Ballard, Clark, Albers, Olson, and DeWitt. Nay; None.

#### RETURN TO OPEN SESSION

Mr. Albers moved, seconded by Mr. Cantrell to return to Open Session at 9:06 pm. Roll: Albers, Cantrell, Olson, DeWitt, Clark and Ballard. Nay; None.

ACTION ITEMS

Personnel Recommendations – Mr. Cantrell moved, seconded by Mrs. DeWitt to accept the following personnel recommendations:

Resignations:

- **Marianne Brooks**, Kindergarten Aide at North/C.O., effective July 30, 2009
- **Maria Catarinichia**, German Teacher at JHS, effective August 7, 2009
- **Mary Lou Goodey**, Sub Caller, effective August 31, 2009

Employment:

- **Abbe Little**, Secretary at North Elementary School
- **Melinda Reed**, Elementary Instrumental Music
- **Mary Pollock**, ED Classroom Aide at JHS
- **Noah Wenger**, One on One Aide at Turner
- **JoAnn Nelson**, Part-Time German Teacher at JHS
- **Nancy Harris**, Part-Time CNA Instructor at JHS (Pending Proper Certification)
- **Tanell Anders**, Pre-K Teacher – Early Years
- **Lindsay Esquive**, Noon Supervisor – North
- **Jodi Fairfield**, Noon Supervisor – Franklin
- **Todd Sweatman**, Athletic Director at Turner

Leave of Absence:

**Karmen Birdsell**, 5<sup>th</sup> Grade Teacher at Washington, beginning August 20, 2009 for six weeks.

Approval of Volunteer Coaches:

- **Rachel Kant**, Girls Swimming (approved last year)
- **Ian English**, Boys Soccer (Current JHS Teacher)
- **John Lawless**, Girls Swimming (Current JHS Teacher)
- **Bud Davis**, Assistant Football Coach (has coached football for 40 years in high school and college level and he is a retired teacher)

Roll: Cantrell, DeWitt, Ballard, Albers, Olson and Clark. Nay; None.

IMRF RATE

Mrs. Ballard moved seconded by Mrs. Cantrell to approve the IMRF ARC rate of 11.57% in lieu of the Phase-In rate of 9.41% as presented. Mr. Albers expressed his concern for paying more now during these tough economic times in favor of spending more later when cash flow may be better. Mrs. Link advised the Board that she is making this recommendation as it is recommended by IMRF. Roll: Ballard, Cantrell, Clark, Olson, DeWitt, Albers. Nay; None.

APPROVAL TO SEEK BIDS FOR BLEACHERS

Mr. Cantrell moved, seconded by Mr. Clark to authorize Administration to seek bids for bleachers for the West gym at JHS. Roll: Cantrell, Clark, Albers, DeWitt, Ballard and Olson. Nay; None.

INTO CLOSED SESSION

Mrs. Ballard moved, seconded by Mrs. DeWitt to adjourn to Closed Session at 9:32 p.m. for the appointment, employment, compensation, discipline, performance or dismissal of employees of the District 5 ILCS 120/2 (c)(1). Roll: Ballard, DeWitt, Clark, Cantrell, Albers and Olson. Nay; None.

OUT OF CLOSED SESSION

Mr. Albers moved, seconded by Mr. Cantrell to return to Open Session at 10:06 p.m. Roll: Albers, Cantrell, Ballard, Clark, DeWitt and Olson. Nay; None.

ACTION ITEM – Mrs. Ballard moved, seconded by Mrs. DeWitt that the Board enter into an agreement with Leslie Kershaw for her separation from employment by electing to exercise her early retirement option. Roll: Ballard, DeWitt, Olson, Cantrell, Clark and Albers. Nay; None.

ADJOURNMENT

Mrs. Ballard moved, seconded by Mrs. DeWitt to adjourn the meeting at 10:07 pm. Roll: Ballard, DeWitt, Albers, Olson, Clark and Cantrell. Nay; None.



**CONSENT AGENDA**

TO: Board of Education  
FROM: Les Huddle  
SUBJECT: Applications for Recognition of Schools

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board authorize administration to submit the Applications for Recognition of Schools as presented.

MOVED BY:	_____		Seconded	_____	
YEA:	NAY:		YEA:	NAY:	
_____	ALBERS	_____	_____	HEATON	_____
_____	BALLARD	_____	_____	OLSON	_____
_____	DEWITT	_____	_____	CLARK	_____
_____	CANTRELL	_____			

BACKGROUND INFORMATION:

Jacksonville High School  
46-0691170-22 0014

Pending - District Admin

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- YES** Do you have any paraprofessionals in your school?
- YES** In accordance with the 23 Illinois Administrative Code Part I, Subpart A, Sections 1.10-1.100, School Recognition Requirements rules, i.e., accountability framework including school improvement plans, operational requirements, state assessment, waiver of State Board Rules and School Code Mandates, etc.
- YES** In accordance with the 23 Illinois Administrative Code, Part I, Subpart B, Sections 1.210-1.290, School Governance rules, i.e., equal opportunities for all students, waiver of school fees, discipline, absenteeism, and truancy policies, and use of isolated time out and physical restraint, etc.
- YES** In accordance with the 23 Illinois Administrative Code, Part I, Subpart C, Sections 1.310-1.330, School District Administration rules, i.e., administrative responsibilities, evaluation of certified staff in contractual continued service, and hazardous materials training, etc.
- YES** In accordance with 23 Illinois Administrative Code, Part I, Subpart D, Sections 1.410-1.470, The Instructional Program Rules, i.e., basic standards, criteria for elementary and high schools, required course substitute, special programs, credit earned through proficiency examinations, consumer education proficiency tests, ethnic foreign language credit and program approval, adult and continuing education, etc.
- YES** In accordance with the 23 Illinois Administrative Code, Part I, Subpart E, Sections 1.510-1.530, Support Services rules, i.e., transportation, health services, and training of school bus driver instructors, etc.
- YES** In accordance with the 23 Illinois Administrative Code, Part I, Subpart F, Sections 1.610-1.660, Staff Certification Requirements rules, i.e., noncertificated personnel, transcripts of credits, records of professional personnel, and records of professional personnel, etc.
- YES** In accordance with the 23 Illinois Administrative Code, Part I, Subpart G, Sections 1.705-1.790, Staff Qualifications rules, i.e., requirements for elementary teachers, requirements for teachers of middle grades, requirements for secondary teachers and specified subject area teachers in grades 6 and above, standards for reading, media services, pupil personnel services, special education personnel, requirements for bilingual education teachers, teachers of English as a second language, substitute teachers, and supervision of speech-language pathology assistants etc.



**CONSENT AGENDA**

TO: Board of Education  
FROM: Carol A. Link  
SUBJECT: Approval of Illinois College Coultas Natatorium Lease

**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

MOVED BY:		Seconded			
YEA:	NAY:	YEA:	NAY:		
_____	ALBERS _____	_____	DEWITT	_____	
_____	BALLARD _____	_____	HEATON	_____	
_____	CANTRELL _____	_____	OLSON	_____	
_____	CLARK _____				

**BACKGROUND INFORMATION:**

For the last few years the District has leased the swimming facility at McMurray College, which is currently closed. Illinois College is willing to lease their swimming facility for use by our swimming teams. The lease agreement is attached

## Coultas Natatorium Lease

Effective August 15, 2009, **ILLINOIS COLLEGE** and the **BOARD OF EDUCATION OF JACKSONVILLE SCHOOL DISTRICT #117**, hereinafter referred to as the "College" and the "Board", do hereby agree as follows:

1. The College does hereby lease to the Board practice time in the Coultas Natatorium located in the Bruner Fitness and Recreation Center for use by the Board as a practice facility for its men's and women's swim teams. The College declares that such use by the Board will not interfere with the College's needs for this property.

2. The term of this lease shall be from August 1, 2009 to March 1, 2010, during the hours of 6:00 p.m. to 7:30 p.m., Sunday through Thursday for practice. The College may, upon the Board's request, grant use of the Coultas Natatorium at a different date and time to host varsity swim meets at no extra cost to the Board.

3. All varsity swim contests shall be approved by the College's Director of Athletics. The Board shall be responsible for the administration of all varsity swim meets including arrangements for a timing system and officials. The College will make the observation deck available during varsity contests. Due to the volume of weekend athletic activities already available at the College, varsity athletic swim meets must be arranged one year in advance.

4. The Board shall pay the College \$3,000.00 for each term of this lease. \$1500 for the men's team and \$1500 for the women's team.

5. The Board shall be responsible for any damage caused by the JHS swim teams.

6. Bottled water is the only approved item swimmers can bring into the natatorium. All other food and beverage items must be approved by the College Director of Athletics.

7. The Board shall require all coaches to monitor the JHS student-athletes at all times. This lease does not allow any JHS swim team member or coach to use other facilities within the Coultas Natatorium including the steam room, sauna and hot tub.

8. Locker space will not be available for swimmers and coaches. The College will not be responsible for lost or stolen items. Athletic bags will be allowed on the pool deck while swimmers practice. Equipment storage space is not available.

9. The Board will provide the College with certificates of liability insurance reflecting the College as an additional insured for incidents relating to the leased premises and periods, under the Board's liability insurance policy, having a liability limit of at least \$1 million. The College agrees that the Board shall have no liability for incidents relating to the Coultas Natatorium occurring outside of the scope of the lease.

7. This instrument embodies the whole agreement of the parties. There are no promises, terms conditions, or obligations other than those contained herein; and this Agreement shall supersede all previous communications, representations or agreements, either verbal or written, between the parties. Each party represents to the other that it has full authority to enter into this lease.

ILLINOIS COLLEGE

BOARD OF EDUCATION OF  
JACKSONVILLE SCHOOL DISTRICT #117

BY: \_\_\_\_\_  
Its President

BY: \_\_\_\_\_  
Its President

Date: \_\_\_\_\_

Date: \_\_\_\_\_



**CONSENT AGENDA**

TO: Board of Education

FROM: Carol A. Link

SUBJECT: Amendment to Public Financial Management (PFM) Individual Fixed Income Securities Investment Advisory Contract

**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

“I move that the Board of Education approve the Amendment to Public Financial Management (PFM) Individual Fixed Income Securities Investment Advisory Contract.”

MOVED BY:

Seconded

_____		_____	
YEA:	NAY:	YEA:	NAY:
_____ ALBERS	_____	_____ DEWITT	_____
_____ BALLARD	_____	_____ HEATON	_____
_____ CANTRELL	_____	_____ OLSON	_____
_____ CLARK	_____		

**BACKGROUND INFORMATION:**

Attached is a copy of the letter explaining the amendment.



One Keystone Plaza  
Suite 300  
North Front & Market Streets  
Harrisburg, PA 17101-2044

717-232-2723  
717-233-6073 fax  
[www.pfm.com](http://www.pfm.com)

**CONTACT:**  
Marty Margolis, Managing Director  
717-231-6210  
[margolism@pfm.com](mailto:margolism@pfm.com)

Jerome Vandersand  
Jacksonville School District #117  
516 Jordon  
Jacksonville, IL 62650

August 13, 2009

**RE: ILLINOIS INSTITUTIONAL INVESTORS TRUST ("IIIT") - -  
INDIVIDUAL FIXED INCOME SECURITIES INVESTMENT  
PROGRAM**

Dear Client:

PFM Asset Management LLC ("PFM"), as your investment advisor under the IIIT Individual Fixed Income Securities Investment Program, wishes to inform you of an important matter, and to request your consent to a modification in the "assignment" language of our investment advisory agreement and to changes in the equity ownership of PFM, as described below.

First, as to certificates of deposit, we wish to be sure that you are aware that the Federal Deposit Insurance Corporation ("FDIC") guaranty of payment of deposits, including Certificates of Deposit ("Certificates"), in each FDIC-insured institution has been increased to a maximum of \$250,000.00, extended through December 31, 2013. Upon your request, we provide you with timely quotations of the interest rates available on Certificates issued by FDIC-insured institutions which meet your maturity needs, and we assist you in obtaining Certificates which are fully covered as to interest and principal on the basis of the information you supply to us.

Second, in May of this year, PFM completed a capital restructuring and securities sale, as a result of which we will require your consent in order to continue as your investment advisor for fixed income securities. PFM and its affiliated companies, which were wholly-owned by senior employees formed a holding company which thereafter sold equity interests to several institutional investors and related parties ("institutional investors"). The institutional investors and two Pennsylvania community banks also provided credit facilities to a subsidiary of the new holding company. These transactions have

provided the PFM Group with an opportunity for additional capital to expand its investment advisory and financial advisory practices and to establish new businesses of service to local and state governments.

The PFM Group senior employees continue to own indirectly a majority of the equity interests in the holding company. The institutional investors currently own approximately 43% of the holding company equity (which would increase to a majority upon the exercise of warrants), but the voting percentage of their 43% equity interest currently is limited contractually to 24.99%. The institutional investors have a contractual right to increase the voting percentage and to designate a majority of the limited liability company managers of the holding company. We expect that the change in the Board of Managers of the holding company, which operates as a board of directors, will occur sometime in the fourth quarter of this year. No change, other than retirements in the ordinary course, is anticipated in the staff or supervisors who serve you with respect to fixed income securities.

Under applicable law, the institutional investors' exercise of their contractual right to increase their aggregate voting power to 43% or of their contractual right to name a majority of the Board of Managers would be considered to be a change in control of PFM, which would be deemed to be an "assignment" of our investment advisory agreement. PFM is requesting your consent to this deemed assignment, as well as your consent to a revision of the investment advisory agreement so that either party may make an actual assignment of the agreement, provided that it obtains the consent of the other party. As presently worded, the investment advisory agreement automatically terminates upon an assignment, which does not allow either party an opportunity to consent and to keep the individual fixed income securities investment advisory agreement in effect.

If you consent to the proposals requested above, your investment advisory agreement will continue until terminated by you or us, and PFM representatives will respond to your request for quotations of available fixed income investments and will assist your purchase; there will be no change in fees under the investment advisory agreement. If you communicate your disapproval of the deemed assignment, PFM will be precluded from serving you, but if no such communication is received by

Page 3

PFM within 60 days of the date of this letter, you will be considered to have consented to the deemed assignment.

If you consent to the deemed assignment and the revision of your investment advisory agreement with PFM for individual fixed income securities investments, kindly indicate your consent by signing this letter as indicated at the end of the letter and returning it to PFM in the enclosed postage-paid envelope. A copy of this letter is enclosed for your records.

The revised "assignment" provision of the investment advisory agreement will read as follows:

"J. Assignment. This Agreement may be assigned by either party only upon the written consent of the other party."

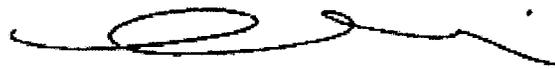
We suggest that you keep a copy of this letter together with your copy of the investment advisory agreement for Individual Fixed Income Securities Investment Program.

Thank you very much for your consideration.

Very truly yours,

PFM ASSET MANAGEMENT LLC

BY: \_\_\_\_\_



Marty Margolis  
President

THE UNDERSIGNED CONSENTS TO THE AMENDMENT OF ITS  
INDIVIDUAL FIXED INCOME SECURITIES INVESTMENT ADVISORY  
CONTRACT WITH PFM, AS STATED ABOVE AND FURTHER CONSENTS  
TO THE DEEMED ASSIGNMENT OF THE CONTRACT AS DESCRIBED  
ABOVE.

Jacksonville School District 117  
Name of Participant

By: \_\_\_\_\_

Print Name of Officer: Mindy Olson

Title: President, Board of Education

IX. CLOSED SESSION- For the purposes of:

A. Appointment, employment, compensation, discipline, performance or dismissal of employees of the District. 5 ILCS 120/2(c)(1)

X. ACTION ITEMS

A. Personnel Recommendations (Mr. Huddle)

68

**ACTION ITEM**

TO: Board of Education  
FROM: Les Huddle  
SUBJECT: Personnel Recommendations

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**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

That the Board of Education accept the personnel recommendations per the attached:

MOVED BY:		Seconded	
YEA:	NAY:	YEA:	NAY:
_____ ALBERS	_____	_____ HEATON	_____
_____ BALLARD	_____	_____ OLSON	_____
_____ DEWITT	_____	_____ CLARK	_____
_____ CANTRELL	_____		

**Recommendation for Change of Status  
From Temporary Bus Driver to Regular Substitute Driver**

**Name:** William F. "Fred" Moore

**Residence:** Lynnville

**Experience:** Fred has served as a temporary driver since April 2009. He is fully licensed, trained and qualified.

- Recommended by Director of Transportation
- Recommended by H R

**Recommendation for Change of Status  
From Regular Substitute Bus Driver to Regular Route Driver**

**Name:** Gerald Thompson

**Residence:** Jacksonville

**Experience:** Gerald has served as a regular driver since January 2009. He is fully licensed, trained and qualified. He is the most senior driver who posted for the route.

*Note: This is for route 16 which is a Murrayville Route. The base of operation for this route has been Jacksonville, but will now return to Murrayville.*

- Recommended by Director of Transportation
- Recommended by H R

**Recommendation to Add to Pool of Temp Drivers**

**Name:** Janelle Bishop

**Residence:** Woodson

**Experience:** Janelle is being recommended to be added to the pool of temporary drivers. As a temp she would only be called in to drive when no other regular or substitute drivers are available. There is no commitment to a set number of hours. She is an experienced school bus driver who worked for seven years at North Greene School District. She is currently licensed as a school bus driver.

Janelle is also being recommended for a morning classroom aide position at Lincoln School. The Director of Transportation believes this will fit well as his greatest need for temporary drivers is in the spring in the afternoons due to extra-curricular activities.

*Note: This approval will be pending the completion of the paperwork necessary to add her to the District driver list.*

- Recommended by Director of Transportation
- Recommended by H R

## Recommendation to Add to Pool of Temp Drivers

**Name:** Jimmy Dixon

**Residence:** Jacksonville

**Experience:** Mr. Dixon is a graduate of Jacksonville High School. For the past three years he has been employed as a security guard at Illinois School for the Deaf. Prior to this he was employed for 15 years by the Morgan County Road District.

He is fully licensed to drive a school bus. He has completed all of the necessary courses and clearances to serve in this capacity.

Mr. Dixon is being recommended to be added to the pool of temporary drivers. As a temp he would only be called in to drive when no other regular or substitute drivers are available. There is no commitment to a set number of hours.

- Recommended by Director of Transportation
- Recommended by H R

## Recommendation for Hire JHS – Math

**Name:** Debra Bailey

**Residence:** Jacksonville, IL

Ms. Bailey is a 32 year educator with the past eight being with District 117. She retired at the end of last school year. Though she taught science throughout her career she is highly qualified in the area of mathematics.

She has a bachelor's degree from Illinois State University with a major in chemistry and a minor in mathematics. She has a master's degree from Eastern Illinois University in Physical Science Education.

She is being recommended for hire for the first semester. She may be eligible to continue a second semester if no the District can demonstrate an inability to secure a qualified math teacher under a special circumstance provision in TRS retirement guidelines.

**Recommendation for Hire  
JHS – English – Part-time**

**Name:** Dakota Beavers  
**Residence:** Jacksonville, IL

**Education:** B.A, English, University of Illinois, Urbana

**Experience:** Student teacher at Thomas Jefferson Middle School, Decatur  
Student teacher at Urbana High School, Urbana  
One semester – Global Studies Intern for a freshman only class providing instruction at U of I

**Certification:** Initial Secondary Certificate

**Endorsements:** English Language Arts  
Middle School Language Arts

**Extra-Curricular Experience:** journalism, drama, dance, substance abuse prevention and musical theater

- NCLB Highly Qualified
- References Checked
- Recommended by Interview Committee
- Recommended by Principal
- Recommended by H R

**Recommendation for Hire  
Sub Caller for Elementary Schools**

**Name:** Janice Bryant  
**Residence:** Murrayville

Ms. Bryant has worked at J. C. Penney's in Jacksonville since 1972. She has extensive experience providing customer service both in person as well as on the telephone.

As the sub caller, Ms. Bryant will be responsible for regularly checking the answering machine where principals and subs leave messages. She will coordinate the matching of subs to vacancies. This work is primarily performed between the hours of six and eight in the morning. Some calls for known absences occur in the evening.

Ms. Bryant is familiar with the process as she has observed her friend, Mary Lou Goody perform these duties for several years.

**Recommendation for Hire  
Turner – 7<sup>th</sup> Grade Girls' Basketball**

**Name:** Jason Garrett

**Residence:** Jacksonville, IL

Mr. Garrett is a graduate 2004 graduate of Jacksonville High School. He has since attended Lincoln Land Community College and MacMurray College. He played basketball and golf in college. He has been a volunteer assistant coach at Turner. He coached a girls winter basketball league in Springfield. He has served as the Assistant Girls' Basketball Coach at JHS since 2007.

- Recommended by Interview Committee
- Recommended by Principal
- Recommended by the Athletic Director
- Recommended by H R

**Recommendation for Hire  
Turner – 7<sup>th</sup> Grade Girls' Volleyball**

**Name:** Lesley Dillard

**Residence:** Jacksonville, IL

Mr. Garrett is a current District teacher. She is assigned to provide services to students with learning disabilities at Turner Junior High School. She played volleyball in college.

- Recommended by Principal
- Recommended by the Athletic Director
- Recommended by H R

**Recommendation for Hire  
North – 1<sup>st</sup> Grade Classroom Aide – Half time**

**Name:** Sara Wells

**Residence:** Jacksonville, IL

Ms. Wells is a certified teacher. She has a bachelor's degree from Iowa State University and Illinois College. She has served as a substitute teacher with District 117 since December 2006. She has also been a Saturday Scholars Program Teacher.

- NCLB Highly Qualified
- Recommended the Principal
- Recommended by Special Services Director
- Recommended by H R

**Recommendation for Hire  
Lincoln – 1<sup>st</sup> Grade Classroom Aide – Half time**

**Name:** Janelle Bishop

**Residence:** Woodson, IL

Ms. Bishop has served in the capacity of a substitute aide in the District for the past two semesters. Prior to this time she served the North Greene School District for seven years as a cook, janitor, teacher's aide and bus driver. She has served well in her capacity as a substitute aide with District 117. She has been the substitute aide in this classroom since the beginning of school.

- NCLB Highly Qualified Para-Professional
- Recommended the Principal
- Recommended by H R

**Recommendation for Hire  
JHS - ED Classroom Aide**

**Name:** Kelly Wyatt

**Residence:** Jacksonville, IL

Ms. Wyatt is a graduate of Jacksonville High School. She has an associate's degree in social work from Lincoln Land Community College. She has been a substitute aide with the District. For the past three weeks she has been serving as the classroom aide in the ED room at the high school with Ms. Brooks.

- NCLB Highly Qualified Para-Professional
- Recommended the Principal
- Recommended by H R

**Recommendation for Hire  
School Home Liaison Assistant  
26 Hours per week**

**Name:** LaTosha Caldwell

**Residence:** Jacksonville, IL

Ms. Caldwell is a graduate of Southeast High School in Springfield. She has attended Lincoln Land Community College. For the past 2 ½ years she has been the Director of the soup kitchen at Spirit of Faith Church in Jacksonville. She has extensive experience working in the community. She has served the American Heart Association, American Red Cross, the United Way and Toys for Tots.

- Recommended by Interview Committee
- Recommended by Assistant Superintendent
- Recommended by H R

**Recommendation for Hire  
South - Kindergarten Aide**

**Name:** Stacy Thomas  
**Residence:** Jacksonville

Ms. Thomas is a certified teacher who has served as a substitute teacher in the District since 2003. She served as a long-term substitute aide last year at South to cover a maternity leave. She has a bachelor's degree from Illinois State University in Art Education.

- NCLB Highly Qualified
- Recommended the Principal
- Recommended by H R

**Recommendation for Change of Position  
Washington School  
From Noon Supervisor to One on One Special Education Aide**

**Name:** Jean Hymes  
**Residence:** Jacksonville, IL

Ms. Hymes served last year as the Noon Supervisor. She worked toward and succeeded at securing the Para-Professional certification to qualify her as an aide in the District. She has demonstrated the skills necessary to meet the needs of special education students.

- NCLB Highly Qualified Para-Professional
- Recommended by Principal
- Recommended by H R

**Recommendation for Hire  
Washington - Noon Supervisor**

**Name:** Missy Hopper  
**Residence:** Jacksonville, IL

Ms. Hopper is a graduate of Jacksonville High School. Her most recent employment was at the Boys and Girls Club in their after school program. Prior the that she was a child care worker at the YMCA in Springfield. She has been a classroom volunteer at Washington School the past two years.

- Recommended by Principal
- Recommended by H R

**Recommendation for Hire**  
**ISD - One on One Special Education Aide**  
**3 days per week**

**Name:** Stephanie Reynolds  
**Residence:** Jacksonville, IL

Ms. Reynolds is a 2006 graduate of Roanoke-Benson High School. Since then she has been enrolled in classes at MacMurray College and Quincy University. She has served as a substitute aide since last spring serving students at ISD.

- NCLB Highly Qualified Para-Professional
- Recommended by ISD Principal
- Recommended by ISD H R

**Recommendation for Hire**  
**ISD - One on One Special Education Aide**  
**2 days per week**

**Name:** Curtis Blankenburg  
**Residence:** Jacksonville, IL

Mr. Blankenburg is a 1980 graduate of Texas School for the Deaf. He is a 1984 graduate of National Technical Institute for the Deaf where he studied engineering. He has served as an aide since 2007 serving students at ISD

- NCLB Highly Qualified Para-Professional
- Recommended by ISD Principal
- Recommended by ISD H R

**Recommendation for Hire  
Pre-K - Parent Educator**

**Name:** Mary Pollock

**Residence:** Jacksonville, IL

**Education:** B.A, Business Administration and Finance, Illinois College  
Currently enrolled at MacMurray College, completed 40 hours toward certification in special education

**Experience:** Five years as a substitute teacher at Illinois School for the Deaf, Four Rivers Special Education District and District 117.  
Has served as the classroom Aide in the ED room at JHS in the spring semester and this semester

**Extra-Curricular Experience:** Jacksonville Main Street Volunteer, Relay for Life event planning committee and school parent volunteer.

- NCLB Highly Qualified Para-Professional
- References Checked
- Recommended by Interview Committee
- Recommended by Program Administrator
- Recommended by H R

**Recommendation for Hire  
Early Years, Murrayville – Noon Hour Assistant**

**Name:** Monica Knott

**Residence:** Murrayville, IL

Ms. Knott has served District 117 in the past (8/07-10/08) as a noon supervisor at Washington School. She is a graduate of JHS. She earned an associates degree from Western Wisconsin Technical College.

- Recommended by Interview Committee
- Recommended by Program Administrator
- Recommended by H R

**Recommendation for Hire  
Early Years – Noon Hour Assistant**

**Name:** Stacy Pinkerton  
**Residence:** Jacksonville

Ms. is a graduate of Bluffs High School. She is currently enrolled in an bachelor's degree program through Walden College in Child Development.

- Recommended by Interview Committee
- Recommended by Program Administrator
- Recommended by H R

**Recommendation for Hire  
Early Years – Child Education Assistant**

**Name:** Melissa Evans  
**Residence:** Jacksonville

Ms. Evans is a 1988 graduate of JHS. She attended Illinois College. She has worked in a day care center, pre-school and provided child care services in her home.

- Recommended by Interview Committee
- Recommended by Program Administrator
- Recommended by H R

## **Band Volunteers**

### **Drivers for trailer**

Tim Edwards  
Larry House  
Dennis Doyle  
Tim Sanders

### **Guard Instructors**

Marlene Edwards  
Sally Pocklington  
Laura Lomelino  
Tim Edwards  
Cheryl Chippetto

### **Chaperones**

Sandy Sanders  
Shelly Doyle  
Mary Heape  
Adam Edwards  
Susan DeWitt  
Brett Burchard  
Rick Colbert  
Joyce Gaus  
Marcy Jones  
Natalie & Pete Lira  
Kris & John Roth  
Sue & John Rush  
Kathleen Beard

### **Percussion Instructor**

Chip Davis  
Sam Edwards  
Penny Hardwick

### **Drumline**

Chip Davis  
Brett Burchard sometimes

## **Turner Volunteers**

Volunteer Cross Country Coach – Lance Scott  
Volunteer Track Coach – Lance Scott  
Volunteer Mathcounts sponsor – Ann Snyders

## **Elementary Stipend Positions**

### **Eisenhower:**

Geo Bowl - Darla Hamilton  
Literacy Leader - Jo Anderson  
Curriculum Council - Darla Hamilton  
No Planning Period Stipend – Morgan Braucht

### **Franklin**

Geo Bowl - Shawn Smith & Amy Pieper.  
Literacy Leaders - Vicky Tabeek & Robin Casler.  
Curriculum Council – Jennifer Bible

### **Murrayville-Woodson**

Curriculum Council-Gina Edwards  
Literacy Leader-Lisa Taylor  
Geography Bowl-Gina Lowe & Jessica Lonergan

### **South**

Susi Newman - Literacy Leader  
Linda Hardy - Curriculum Council  
Maureen Agner and Kim Rainey - Geography Bowl

### **North**

Literacy Leaders-Jessica Brown and Karen Wagner  
Geography Bowl-Andy Surratt and Shanon Keller  
Curriculum Council-Karen Wagner  
Mentor-Renee Leifheit

### **Lincoln**

Literacy Leader – Jenn McAdams  
Geography Bowl - Jeremy DeGroot and Marilyn Kimmons  
Curriculum Council- Kate Beeley

### **Washington**

Curriculum Council - Pat Manker  
Literacy Leaders - Heather Smith and Amanda Schulte-Hubert  
Geography Bowl - Karmen Birdsell

### **Walnut Court**

Curriculum Council - Jessica Wainman

## JHS Stipend Positions

### DEPARTMENT CHAIRS:

Vicki Schnelten	Business Department
Bruce Milner	Career & Technical Department
Mark Grounds	Dean of Discipline
Randy Swanson	Driver Education Department
Michele Rush*	English Department
Judene Stock	Family & Consumer Science Department
Dale Homolka	Fine Arts Department
Cleta Terhark	Foreign Language Department
Tom Sallee	Guidance Department
Paul Herring*	Mathematics Department
Steve West*	PE/Health Department
Jim Herget*	Science Department
Ed Preston*	Social Studies Department
Joe O'Neil*	Special Ed Department

(\* ) Denotes departments with six or more teachers

### SIX CLASS TEACHING ASSIGNMENTS:

Barker, Mary Jo	Smith, Christina
Barlow, Jeanette (2 <sup>nd</sup> sem)	Swanson, Randy
Blose, Susan	TerHark, Cleta
Brammeier, Bailey	Thrasher, Tim
Brooks, Joe	Weber, Rachel
Brooks, Peg	West, Steve (1 <sup>st</sup> sem)
Campbell, Terry	
Dixon, Monica	Mark Grounds, off season field house supervisor
Dugan, J.R. (1 <sup>st</sup> sem)	JR Dugan, summer basketball supervision
Grounds, Mark	
Homolka, Dale	
Lawless, Raelene (1 <sup>st</sup> sem)	<b>Curriculum Council</b>
Lira, Pete (2 <sup>nd</sup> sem)	
Rahe, Jim	Jennifer Wellhausen
Michelle Salkauskas (1 <sup>st</sup> sem)	Cleta TerHark
Scaman, Shelly	Ian English

## Turner Junior High Stipend Positions

### Team Studies

Kathy Bormann  
Cathy Gibson  
Pat Kelly  
Sarah Rhea  
Charlene Anderson  
Alan Hallock  
Lois Herbst  
Sandra Sweatman  
Tim Chipman  
Tiffany Hickox  
Annette Jones  
Amy Waskow  
Jennifer Pool  
Lauren Range  
Jill Alexander  
George Sparrow  
Janet Chipman  
Susan Hardin  
Lindsey Powell  
Kristen Turner  
Leslie Dillard  
Susan Roegge  
Tracy Smith  
Erin Guthrie  
Amy Evans  
Kelly Gallo

### Sixth Class

Melissa Hardwick  
Brett Burchard  
Dusty Cookson  
Mandy Evans  
Pam Howell  
Rose Keene  
Dawn Murphy  
Sharon Crowder

### Department Chair

Humanities—Susan Hardin (six or more)  
Language Arts—Janet Chipman (six or more)  
Math—Kathy Bormann (six or more)  
Science—Annette Jones (five or fewer)  
Special Education—Susan Roegge (six or more)

### No Prep Period

Beth Asama

### Curriculum Council

Jill Alexander  
Tiffany Hickox

### Lunch Duty

Kalli Bradshaw  
Jennifer Mallory-Welch  
Rae-Ellen Hopkins  
Todd Sweatman

### Activities

Band—Brett Burchard  
Ecology Club—Lindsay Powell  
Jazz Band—Brett Burchard  
Math Counts—(split x3)  
    Sandra Sweatman  
    Toi Nicolet  
    Amy Waskow  
Orchestra—Brett Burchard  
Poster Club—Jennifer Mallory-Welch  
Speech—Charity Karr  
Student Government—Carol Bogle  
Vocal Music—Christine Smith  
Yearbook—George Sparrow

### Athletics

Athletic Director—Todd Sweatman  
Basketball, Boys (7<sup>th</sup>)—Chad Robertson  
Basketball, Boys (8<sup>th</sup>)—Dusty Cookson  
Basketball, Girls (7<sup>th</sup>)—pending board approval  
Basketball, Girls (8<sup>th</sup>)—Mandy Evans  
Cheerleading—Jennifer Corbridge  
Cross Country—Jeremy DeGroot  
Pon Poms—Katie Rawlings  
Scholastic Bowl—Alan Hallock  
Track, Boys Head—Jeremy DeGroot  
Track, Boys Assistant—Pat Kelly  
Track, Girls Head—Susan Hardin  
Track, Girls Assistant—Megen Richards  
Volleyball (7<sup>th</sup>)—vacant  
Volleyball (8<sup>th</sup>)—Paula Stewart  
Wrestling, Head—Jim Chelsvig  
Wrestling, Assistant—Joe Lee

Resignations:

- Todd Sweatman, Girls Basketball Coach at Turner effective August 19, 2009
- Tammy Hardwick, School Nurse at North, effective September 22, 2009

Employment:

- Fred Moore, From Temp Sub Bus Driver to Regular Sub Bus Driver effective 9/17/09
- Jerry Thompson, From Sub to Regular Route Driver effective 9/17/09
- Janelle Bishop, Temp Sub Bus Driver pending completion of required documents
- Jimmy Dixon, Temp Sub Bus Driver effective 9/17/09
- Debbie Bailey, Math Teacher at JHS for 1<sup>st</sup> Semester
- Dakota Beavers, Part-time English Teacher at JHS for 2 classes per day
- Janice Bryant, Sub Caller for Elementary Schools
- Jason Garrett, 7<sup>th</sup> Grade Girls' Basketball Coach
- Lesley Dillard, 7<sup>th</sup> Grade Girls' Volleyball Coach
- Sara Wells, ½ time for 60 days only, One-on-One Aide at North
- Janelle Bishop, ½ Day Classroom Aide at Lincoln
- LaTosha Caldwell, School Home Liaison Assistant, 26 hours per week
- Stacy Thomas, Kindergarten Aide at South
- Jean Hymes, Change from Noon Supervisor to One-on-One Aide at Washington
- Stephanie Reynolds, One-on-One Aide at ISD (3 days per week)
- Curtis Blankenburg, On-on-One aide at ISD (2 days per week)
- Mary Pollack, Pre-K Parent Educator
- Monica Knott, Noon-hour Assistant at Pre-K in Murrayville for 2 hours per day
- Stacy Pinkerton, Early Years Noon-hour Assistant at Walnut Court for 2 hours per day
- Melissa Evans, Early Years Child Education Assistant at Walnut Court for 2.5 hours per day
- Missy Hopper, Noon Supervisor at Washington
- Kelly Wyatt, Special Ed Aide at JHS

Leave of Absence:

- Mercey Bishop, JHS Math Teacher, Maternity leave beginning March 8, 2010 for eight weeks
- Goldie Boester, Cafeteria Worker, Medical Leave beginning September 9 for the 1<sup>st</sup> Semester
- Krista Hall, Noon Supervisor, Medical Leave for the 2009-10 school year
- Sherry Hayes, Cafeteria Worker, family medical leave for 2 or 3 months beginning September 21, 2009.

Stipend Positions:

Approval of Elementary, Turner and JHS Stipend Positions as presented.

Volunteers:

Approval of Volunteers as presented.



**ACTION ITEM**

TO: Board of Education  
FROM: Carol Link  
SUBJECT: Approval of the FY2010 Budget

**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

“WHEREAS the Board of Education of Jacksonville School District No. 117, County of Morgan, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

And WHEREAS a public hearing was held as to such budget on the 16<sup>th</sup> day of September 2009, notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this School District be and the same hereby is fixed and declared to be beginning July 1, 2009 and ending June 30, 2010.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and of expenditures from each be and the same is hereby adopted as the budget of this school district for said fiscal year.”

MOVED BY:			Seconded		
	_____		_____		_____
YEA:		NAY:	YEA:		NAY:
_____	ALBERS	_____	_____	DEWITT	_____
_____	BALLARD	_____	_____	HEATON	_____
_____	CANTRELL	_____	_____	OLSON	_____
_____	CLARK	_____			

**BACKGROUND INFORMATION:**

Copies of the State Budget Form and Detailed Budget will be available before the Board meeting.



**ACTION ITEM**

TO: Board of Education  
FROM: Carol A. Link  
SUBJECT: Approval of JHS West Gym Bleacher Replacement Bids

**PROPOSED MOTION BY THE BOARD OF EDUCATION:**

“I move that the bid for the bleachers in the Jacksonville High School West Gym from Carroll Seating Company be accepted in accordance with the bid specifications. The amount of the base bid for the west side is \$44,133.44 and the Alt. No. 1 bid for the east side is \$28,407.45. The total bid is \$72,540.89.”

MOVED BY:		Seconded			
YEA:	NAY:	YEA:	NAY:		
_____	ALBERS _____	_____	DEWITT _____		
_____	BALLARD _____	_____	HEATON _____		
_____	CANTRELL _____	_____	OLSON _____		
_____	CLARK _____				

**BACKGROUND INFORMATION:**

The approval to seek bids was accepted at the August 19, 2009 Board Meeting.

The bid opening was held at 2:00 p.m. on September 10, 2009. The bid tabulation sheet from the architect will follow.

**Graham & Hyde Architects, Inc.**  
 1010 Clocktower Drive  
 Springfield, Illinois

**Bleacher Replacement**  
 Jacksonville High School  
 G&H Project No. #0511-17  
 September 10, 2009 at 2:00 p.m.

## BID TABULATION

Contractor	10% Bid Bond	Add. No. 1	Alternate Bid No. 1 (East Side)	Base Bid (West Side)	Total
<b>Carroll Seating Co.</b> Elk Grove, Illinois	T	T	28,407.45	44,133.44	72,540.89
<b>Larson Company</b> Palatine, Illinois	T	T	30,018.00	43,623.00	73,641.00
<b>R.L. Jackson</b> St. Charles, Missouri	T	T	32,988.00	47,988.00	80,976.00

XI. CLOSED SESSION

A. Appointment, employment, compensation, discipline, performance or dismissal of employees of the District. 5 ILCS 120/2(c)(1)

B. Purchase or lease of real property owned for the use of the District, including meetings for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5)

C. The Placement of individual students in special education programs and other matters relating to individual students 5 ILCS 120-2(c)(10)

XII. ADJOURNMENT