SLA Meeting October 9, 2018

Kirtland Board of Education/ SLA

Meeting start time: 8:06 a.m.
End time: 9:10 a.m.

Attendees: Scott Amstutz, Tim Cosgrove, Shannon Green, David Leone, Chad VanArnhem, Bill Wade, Kathryn Talty (telephone)
Notes: Shannon Green

AGENDA ITEMS:

1. Meeting Minutes Approval September. Approved Tim Cosgrove, 2nd Shannon Green

2. Literacy at Each Level (each principal share out)

3. Examples of Adaptive Technology used through the District (ea. principal share out)

4. Public Comments and Questions

6. Adjourn

Literacy at Each Level

BW: Literacy at the district level extremely important. We think every teacher has to be teaching literacy. Focus on three things here at Kirtland:

1.) Effective Instruction 2.) Curriculum & assessment 3.) Literacy

KES: Chad VanArnhem

KES Literacy (all of the following KES Lit notes provided by Chad VanArnhem):

Reading and Writing instruction is taught in a Workshop Model

Fundations is the phonics program used in grades K-3

All students participate in Lucy Calkin's Writing Workshop

Title I Supports in grades K-3:

Fundations Double Dose

Leveled Literacy Intervention

Wilson grades 2-12 with Alice Monihan

Monitor progress of at risk students in grades 4 and 5

Supervise Project More- KHS and KMS students work with students in grades 2 and 3 on the "watch list"

Workshop Model:

mini lesson (around 10 minutes)

modeling by teacher

target groups with strategy

kids practicing skills independently while teachers meet with individuals or small group

guided reading groups working on different skills

Daily 5:The Daily Five refers to five equally important literacy tasks (reading to self, reading with someone, writing, word work, and listening to reading) which students complete daily while the teacher meets with small groups or confers with individuals allowing for individual and differentiated instruction to take place.

Book Clubs- 4-6 books at one time; students discuss and meet with teacher as a club; based on theme or genre- students have a different role in the group. Have written responses to complete for homework in upper grades.

Read aloud-(students listen)- higher level for vocabulary; work on comprehension

Why-

helps build a love for reading because students have choice

it is authentic; worksheets not transferring to real world reading and writing

holds students more accountable

it is differentiated to each student's instructional level

target instruction to what is needed

gets away from teacher lecture- students can get extra help, focus on their skills, kids can practice the skill

more of the students doing the work- NOT the teacher- supporting the learning

Kindergarten: -implementing Lucy's Reading Workshop

As a team, we don't hit all of the reading components with reading workshop (Lucy Calkins). Comprehension needs to be supplemented: we use author studies and compare books in the third trimester.

The Common Core Curriculum Maps (CAT) literature book from previous years touched upon more of the components that we have not been able to focus on.

As a team we would like to implement more exit tickets to supplement Lucy in addition to using Fountas & Pinnell benchmarking

To foster authentic writing we write persuasive and opinion letters to school personnel and family members.

Grade 1:

We are using the Lucy Calkins Units of Study with absolute fidelity. We teach the 4 units that came with our box as well as 3 additional If...Then units that we wrote for reading and writing

Uses a workshop approach

10 minute mini lesson

Skill based groups

Guided reading groups- literacy centers

Shared reading- break down a story as a whole class; kids read with you

Read aloud teacher reads it aloud (students listen)- higher level for vocabulary; work on comprehension

Book Clubs in two groups

Poem or song of the week

Interactive writing- build a sentence together

Fundations 30 minutes a day

Title: Double dose 30 minutes 3 times a week

LLI 3 times a week for 30 minutes

Grade 2:

We are using a hybrid of the Cat Book (Common Core Curriculum) from the Wheatley Portfolio book units and Lucy's Reading Workshop to drive our instruction. We had created assessments and activities over the past few years, using the Cat book that are aligned with CCSS. We have confirmed that the activities and assessments are still aligned with the older units. The updates are

geared mostly toward newer web materials that can be accessed. We also use Daily 5 in order for students to have choice and independent reading time while we conference with students. We feel that having students be more accountable for their reading (using the CAT book), they will be more prepared for 3rd grade and the skills required.

Fundations every day for 30 minutes

Writing is 45 minutes a day (Lucy)

Third grade teachers feel that students are more prepared with this format

Send home Paired Passages, like gr. 3, get a fiction and nonfiction story that go home each week with students (ask questions on skills in a variety of formats, Lucy did not do this)

Title Services- still doing double dose of Fundations and LLI (3 days a week)

Grade 3:

We are following the CAT book units of study. Books have been chosen to expose students to a variety of genres while helping them develop a LOVE for reading. Many of our chosen unit books help students gain an understanding of what life was like during different time periods, which correlates with our social studies curriculum. Our book choices also help us teach values and model excellent writing skills for students to model in their own writing. Our whole group guided reading units of study culminate with a teacher created unit test. Each reading test exposes students to a variety of types of question and different formats are used to help third graders develop good test-taking skills. Differentiated reading activities are provided to meet individual students' needs throughout each guided reading unit. Throughout each reading unit we work to develop oral and written comprehension skills, higher order thinking skills (inferring, drawing conclusions, identifying the theme...), the ability to provide evidence from the text (main idea, supporting details, character traits, …), and ways to formulate thorough, on topic answers for short and extended response questions.

In an effort to provide 3rd graders with practice using a variety of reading skills that they can use to learn new information, we also teach skill-based reading mini lessons (often using nonfiction selections to help teach our science and social studies curriculums) and have students practice these reading skills independently. Note taking skills are also practiced using nonfiction text in class.

Third graders compare paired texts on the same topic (NF and F text) in class (Read Works adaptive program) and for weekly Child+Parent Reading Homework (paper/pencil).

Students also read independently in class and at home at their guided reading level and respond to their self-selected book in writing to demonstrate comprehension. Monthly genre studies are assigned to expose students to a variety of genres. Monthly genre study comprehension activities are completed at home and are presented orally in class.

Using Lucy's Writing Workshop at least 30 minutes a day.

Fundations 3-5 days a week around 30 minutes a day

Grade 4:

We use Lucy's Reading Workshop basically for book clubs which is the independent reading at home. These book clubs are small groups based on reading levels (benchmarking and MAP scores). The in-class reading consists of 5 units with a teacher read aloud, picture books, and various activities which have concepts that are introduced and reinforced in class and carry over to independent reading.

Grade 5:

We use a hybrid of reading programs. Typically we have a whole class read aloud going which we use to teach strategies and mini lessons. Students break off into stations where they practice word work, google classroom research related to their book, guided reading, and independent reading. We use the Lucy reading workshop with book clubs.

Book Clubs- 4-6 books at one time; students discuss and meet with teacher as a club; based on theme or genre- students have a different role in the group. Have written responses to complete for homework.

Writing- Lucy's Writing Workshop happening daily

Progress monitoring at risk students with Aimsweb

KMS & KHS (Scott Amstutz)

* Use content based strategies to give students choices

* Consistency important for MS kids

* Rubrics commonly used in writing

*Anticipation guides probably most complex strategies used

*USE News ELA & common lit. Program uses different types of text based on students individualized reading levels

*Utilize Sadiler: resource for teachers to get kids back into vocab. Supplemental support (Online version & book).

*Kids in Wilson reading usually test out of Wilson by 9th grade.

*Use technology to work "SMARTER NOT HARDER" (quote BW)

*KMS & KHS use various strategies to find better adaptive ways to tackle reading. Use strategies to help them learn not only in one subject area strategies may be able to help other areas/subjects too.

Examples of Adaptive Technology used through the District

Bill Wade Kirtland District on the whole

> What we use today is constantly changing, things usually change 6 months from now things will be different again. Workbooks for example could limit ability to grow & adapt can't really personalize learning with workbooks. The district doesn't really spend money on workbooks anymore, moving away from them. We have to cultivate a safe, positive & productive atmosphere.

KES (Following notes provided by Chad VanArnhem)

Adaptive Technology Programs at KES:

Happy Numbers (K-2 Math)- pre assessment and sets at levels; increases in difficulty

Use it as a choice after exit tickets

Use during quiet time

Most teachers use it as a station

Great for reviewing and frontloading material

Prodigy (math only)

Teacher can change level of difficulty

Game based

Students are highly engaged

Freckle (was Front Row) Reading, Math, Science and Social Studies

Gives a pretest; teacher can adjust level too

Use for Reading and Math

Gives baseline assessment

Math-can target skills, fact practice or inquiry lessons

Reading also gives you articles to read and assesses skills

Inquiry lesson whole group- targeted skills in blended learning activity station

Just starting to explore the Science component

NewsELA

Pretest sets different reading level; students get same article but level is different

Questions after each passage

Reading level adapts to how well students are doing

Read Theory (Comprehension Questions on a passage)

5 questions per paragraph

Take pretest and sets a Lexlile Level- both fiction and nonfiction

Xtra Math-

Math fact practice

Tracks facts you have memorized and quizzes you on the ones you don't know

Moves through all four operations

Have used for summer math practice

Typing Pal

Adjusts as students increase speed; redo if incorrect or not quick enough

Use daily after written work

Use as a station for Daily 5

No Red Ink

Grammar based

IReady for students on IEPs in reading and math

KMS & KHS (Scott Amstutz)

*Use adaptive technology to use different pathways, kids can use various pathways that are tiered in multiple ways according to their abilities to get same result. Example: Edulastic program used last year.

*KMS 6-8 Programs used: SCHOOLOGY(some assessment pieces there, upload rubrics); Paradeck; Gizmos; Google (immediate feedback); Sadiler (vocab & support pieces); IReady

Questions/ Comments:

Working on way to add coding as an elective class at KES K-5th.