

Student Learning & Achievement (SLA) 10/24/2022

24 October 2022 / START TIME 5:34 PM / END TIME 6:45 PM / KHS CAFE

ATTENDEES

Scott Amstutz, Shannon Green(notes), Joshua Hayes, Chad VanArnhem, Bob Race, Jonathan Withrow

AGENDA

1. Meeting Minutes Approval for September Approved: 1.)JH 2.)SG
2. ELA Pilot Update
3. State Report Card Presentation (Mr. Chad VanArnhem)
4. Public Comments and Questions
5. Adjourn

ELA Pilot Update (Katy Nagy/Bob Race/CVA)

K-5 - CKLA (Core Knowledge Language Arts) Pilot update (KES ELA Pilot notes KN):
Week of September 19 - we received our first set of materials. Teachers used some time during our PD day 9/24 to collaborate and plan with the actual materials. We've now had them for about a month. We are waiting for the next shipment to be able to continue on with future units.

Grades K-3

Positive feedback - as a group, they think this program is aligned with science of reading and is developing foundational skills earlier and more secure than in previous years.

Strengths:

- Complex read-alouds with an emphasis on classroom interactivity, oral comprehension, and contextual vocabulary, students start to build their awareness of the world around them—and the way the reading skills they're building give them access to it.
- Skills and Knowledge blocks of instruction.
- Strong focus on explicit vocabulary instruction and strategies for making meaning.
- Starting with sounds, students practice their phonemic awareness (supported by Heggerty instruction too), handwriting skills, vocabulary, spelling, and grammar.
- Teaching tricky words and phonics skills

Working on

- Aligning phonics to Foundations for Tier 1
- Time management (CKLA requires large blocks of instructional time)
- Managing questionable content for age group (religion discussions)
- Writing rigor

Grades 4-5

Making strides, but have not secured comfort with the program yet.

Mixed reviews - some are liking it as time passes, some feel it is not meeting our needs yet.

This group did not have as much meaningful PD as others, but we have since aligned them with a CKLA consultant who has been able to provide more targeted support.

Strengths:

- Strong explicit vocabulary instruction
- Teaches literal comprehension and a strong focus on making inferences (a difficult skill)
- Rigorous teaching of content
- Grammar! Much needed.

Concerns:

- Depth and complexity in the questioning
- Lack of rigorous assessment tools within the program
- Pacing is a struggle - lessons are taking much longer than planned
- Transitioning from the writing workshop to explicit writing instruction (many gaps that we are working to address).

6-8 Teachers (CVA & Bob Race): Looking at standards how they align, PD sessions coming up, excited about the high quality materials. More concern about content being inappropriate. If we are uncomfortable with some of the content they can find other passages/books supplemented with other materials. Mr. Race said S's like shorter pieces. Majority S's like how it's structured and how they move through it. T's concern is not really reading and getting into a deep understanding of materials. Vocab is great, contrary to traditional literature. Shift from writing long passages to writing shorter excerpts, more often. T's struggling because materials came later, therefore they need to meet deadlines. T's are working very hard and giving their all to the program, trying to vet it's worth at this point (during this 100 day modified pilot lost days at beginning waiting for program).

State Report Card Presentation (Supt. Chad VanArnhem)

https://docs.google.com/presentation/d/1aqnqz148-KaR1WMD-XstutT7XARUWOFiBh_D-d6n2eA/edit?usp=sharing

*State Report cards no longer have grades, replaced with stars. Kirtland staying in person during Pandemic had a lot to do with + ratings. KES Progress (Value Added) at 1 (needs significant support to meet standards). KHS got 5 stars (significantly exceeds state standards in aa). All three buildings did well, many strengths and some areas we can improve. PI-Telltale measure of where district should be measured EVERY student we are @97.5% out of 107.3 (top performing districts). We are very close to where we were pre-pandemic.

How Do We Compare? #56 out of 607 schools ranked; #1 in Lake County; Top 9% of scores in Ohio

Public Comments and Questions

Kathy Talty let me know before the meeting that Kiwanis is interested in supporting STEAM or other academic projects. She would like to attend the next SLA to discuss.

*Next SLA Nov. 17th @ 7:45 a.m. in the KHS Nest. No December SLA meeting.