

Curriculum Report
MSAD #53 School Board
November 1, 2010

Curriculum

- Literacy Specialist Louise McCannell is working with English/Language Arts teachers at Warsaw to develop our word study program. This program, based on the work of Kathy Ganske and others, teaches students to discover generalizations about spelling through studying word patterns and conventions of English orthography (spelling). Word study goes beyond spelling to support students' learning of word meanings through their recognition of orthographic patterns and word parts. Teachers are learning to administer the developmental spelling assessment, to group students according to their demonstrated knowledge of orthographic patterns, and to provide direct instruction to students based on their developmental spelling stage. This work is in direct alignment with the increased emphasis on spelling and vocabulary knowledge in the newly developed Common Core Standards for English/Language Arts. Understanding of word patterns and meanings is a critical element to reading comprehension and writing.

Title I

- Our Title I Literacy and Math Specialists and Interventionists have completed identification of students for Title I services through a new process this fall. This more rigorous process called for triangulation of assessment data and teacher observations. Fall screening assessments were the primary tool used to make initial identification of students potentially at risk. A variety of other diagnostic assessments were then administered or collected to provide further information about students' abilities and needs. This process has enabled staff to establish very specific goals for intervention. Student progress will be monitored frequently with selected assessments to monitor learning and adjust instruction/intervention as needed.
- The after school program continues to serve approximately 60 students in grades 3-6. All participating students practice math using the ALEKS program, work on literacy skills, and have time for independent reading and homework help during the 1.5 hour sessions. The staff have developed plans for the next session for students to work on their oral reading fluency through a Reader's Theater performance. Students will perform for parents and friends during the last week of the December sessions.

Gifted/Talented

- Individual student planning meetings for 25 students have been completed. At these meetings, teachers, parents, principals, the G/T coordinator, and the student discuss goals and strategies for supporting the student's academic achievement. Typical strategies include differentiating reading and writing instruction through student choice or expectations for student responses, developing independent projects for science and social studies, and accelerating math curriculum with advanced texts or the ALEKS program.

Professional Development

- A variety of activities are taking place on our scheduled in-service days, October 27th (half day) and October 28th. A trainer/consultant from Saxon will observe math classes on Tuesday,

October 26th and Wednesday, October 27th, then meet with grade level teams during in-service sessions to debrief the observations and provide feedback and support to the teachers in the implementation of Saxon.

- Elementary teachers will use assessment data from our fall screening in literacy and math to establish skills block groups and plan instruction.
- Middle school staff will participate in training sessions in Restorative Justice, technology integration, word study, and skills block planning with fall NWEA data.

Respectfully submitted,

Anne V. Miller

Curriculum Specialist