

MSAD #53 School Board
Curriculum Report
August 29, 2011

Summer School Report

Summer school expenses for K-8 were paid for with Title IA ARRA funds.

Elementary Program/Grades K-4:

Our summer school program changed this year from grade level groups to one-on-one or small group instruction to provide more intensive support for our highly struggling learners. The focus was on literacy.

- 31 students attended the four week/15 day program at a rate of 79% average daily attendance.
- 90% maintained or exceeded their spring reading scores
- 91% maintained or exceeded their spring writing scores

The students as a whole group were challenged to read 3,000 minutes on their own during the four week session. The group read 5,724 minutes in total!

Middle School Program/Grades 5-7:

- A total of 9 students attended the four week/15 day program at a rate of 89%.
- 55% maintained or exceeded their spring reading scores
- 89% maintained or exceeded their starting math level on Moby Math

Transitions Academy/8th Grade:

A total of 44 students attended the three-week/12 day program, of which 15 were Title I identified students. A combination of local and ARRA funds supported this program. The attendance rate for the total population of 44 students was 86%. The attendance rate for the Title I identified students was 90%.

- 73% of Title I students improved or maintained their spring writing score
- 67% improved their math score using a pre- and post-test

Study Skills and Orientation to the Campus:

All attending students were given an anonymous pre- and post-survey for the study skills and orientation content of the program. Students were asked to rate their comfort level on a scale of 1-4 for sixteen different areas of instruction. The areas included specific study skills instruction and general school orientation such as the location of buildings and offices and the daily schedule. On all sixteen areas, the knowledge/understanding rating increased by one or more levels. On the pre-survey, the lowest rating ("no understanding of this area") was selected 18% of the time. On the post-survey, the lowest rating ("no understanding of this area") was selected only 1% of the time. These results indicate that

student knowledge and comfort level with the campus, rules, procedures, and study strategies greatly improved.

Curriculum Committees for 2011-2012

School Board members are welcome to attend all curriculum committee meetings.

- English/Language Arts/Literacy – 9/15, 11/1, 1/5, 4/5, 2/28 (3 - 4:30)
- Math – 11/3, 3/1, 5/3 (3 - 5)
- Science – 10/18, 12/8, 1/26, 3/22, 4/24 (3 - 4:30)
- Social Studies – 10/4, 12/1, 1/24, 3/8, 5/10 (3 - 4:30)

The four core curriculum committees met this summer for three hours each to begin our work for the new school year. The literacy and math committees will focus on analysis of the Common Core State Standards (CCSS) which Maine has adopted. Full implementation of the CCSS is expected by fall of 2014.

The math committee will assess our implementation of the Saxon math program which is expanding to grades K, 1, and 6 this fall.

The Science team planned our August in-service session and organized the new Science Companion kits and accompanying trade books for each grade level. We will continue our work on developing common assessments this year.

The Social Studies team is charged with revising the district's 2005 curriculum to align with the Maine Learning Results and the reading and writing standards of the CCSS for Social Studies content within the English/Language Arts standards.

Professional Development

We will continue our focus this year on the use of data to drive decision-making about curriculum and instruction. We will use our half-day sessions to analyze the data from our universal screening assessments, and to examine student work in small teams by grade level (K-4) and content area (5-8).

The CIPS teams from both levels attended an excellent conference at Sunday River this summer on the use of formative assessment, defined as "assessment *for* learning." The teams will use plans developed at the conference to guide faculty in the effective use of formative assessment (another kind of data). This is the logical next step in the data implementation process.

The year ahead looks busy but I am excited about our plans and about delving deeper into curriculum revisions and data analysis.

Respectfully submitted,

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Curriculum Specialist