



Meeting Packet

Curriculum & Instruction Committee Meeting

2/4/2016

03:30 PM



Curriculum & Instruction Committee Meeting

*Administraion Building
Assistant Superintendent's Office
233 1st Ave E
KalisPELL, MT 59901*

2/4/2016 03:30 PM

1. **Welcome and Introductions**
2. **OPI Assessment conference Report (2/1/16-2/2/16)**
3. **ELA AdoptionUpdate - Next Steps**



[ELA Continuum - Strong Literacy at KPS.pdf](#)

- a. **2/9 - 9:30 AM - 11:00 AM Meeting with Elementary Principals**
- b. **2/12 - Site Visit to Observe Schoolwide Reading Block**
- c. **2/24 - ELA Curriculum Team**

Work Session, Discussion, and Visit with Teachers utilizing one of the programs in a school wide reading block.

4. **Best Beginnings Pre-School Information**
5. **Change of Course/Curriculum Proposals**
6. **Upcoming Professional Development**

CRISS, Induction/Mentoring, NW MT Coop, and Striving Readers/Writing

7. **Upcoming Information**
 - a. **HS Science and Social Science Performance Task Overview (March)**
 - b. **GATES Assessment Information**
 - c. **Middle School Encore and Writing**
 - d. **EPASS - Employee Performance Assessment System**

8. **Accommodations**

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES

The Board of Trustees for the KalisPELL Public Schools will make reasonable accommodations for persons with disabilities who wish to attend and/or participate in this public meeting or need an alternative accessible format of this agenda.

If you require an accommodation, contact the Superintendent's Office no later than 4:30 p.m. three business days prior to the meeting to advise us of the nature of accommodation that you need. Please contact: Beth Kornick, Assistant to the Superintendent at (406) 751-3434; FAX at (406) 751-3416 or email kornickb@sd5.k12.mt.us

KPS – ELA Adoption

Primary reasons for considerations of a new adoption:

- Emerging need for new instructional materials
- Change of standards/scope/sequence
- Analysis of student assessment results
- Out-of-date materials

ELA Committee Top Priorities

- **Five Dimensions of Reading** (Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension)
- **Authentic Literature**
- **Balanced Literacy Approach**
- **Reading Strategies**
- **Explicit Instruction**
- **Consistency and continuity across grade levels and the district**
- **Quality Assessment Drives Instruction (Data Driven)**
- **Foster a LOVE of Reading**
- **Systemic Professional Development**
- **“Sacred” Reading Instructional Block (Time on Task, Engagement, ...)**
- **Early Foundational Skills**
- **Technology Embedded as a teaching and learning tool**
- **Differentiated Instruction**
- **Integration of the Disciplines (Reading Across the Subject Areas)**

ELA Adoption - 2015/16 Timeline . . .

October: Establish need, launch the process and evaluate tools for selecting and using core reading programs

November: Staff survey, order materials from publisher's, schedule presentations and research best practices

December/January: Presentations by publishers and program contacts, discussions of materials meeting standards and researched based practices

January/February: Analysis of the best fit for KPS and further review of publisher/program information

March: Presentations to colleagues, board curriculum committee and administrators

April: Recommendation shared along with the rationale of the materials chosen for the recommendation

May/June: Board approval sought and training plan for 2016/17 developed

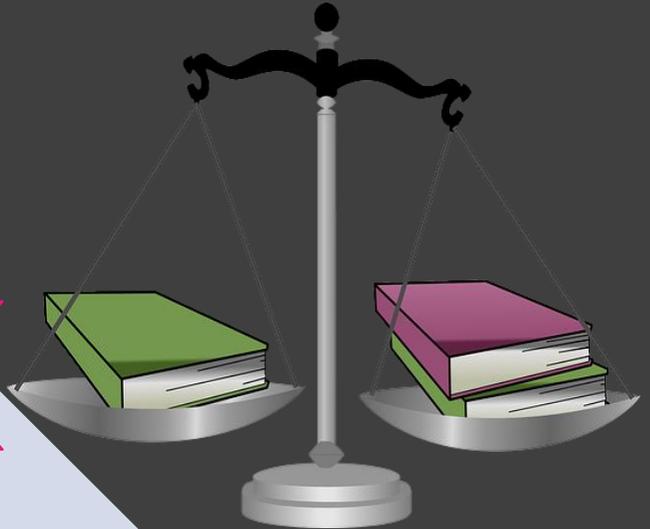
June/July: Purchase of materials for fall 2016

July/August: Materials arrive and staff training

September: Implementation and support for teachers

October: Staff Development

ELA Continuum of Materials



Lucy Calkins Reading
• Heinemann



Wonders
• McGraw Hill



Journeys
• HMHCO



ReadyGen
• Pearson



Reading Mastery
• McGraw Hill Ed. Direct Instruction



- GAT
- Leadership
- Attendance
- Family Support
- Tutoring
- PLCS
- PD

Success for All



The National Reading Panel's (April 2000) analysis made it clear that the best approach to reading instruction is one that incorporates:

- **Explicit instruction in phonemic awareness**
 - **Systematic phonics instruction**
 - **Methods to improve fluency**
 - **Ways to enhance comprehension**
- **The Panel found that a combination of techniques is effective for teaching children to read:**
- **Phonemic awareness**—the knowledge that spoken words can be broken apart into smaller segments of sound known as phonemes. Children who are read to at home—especially material that rhymes—often develop the basis of phonemic awareness. Children who are not read to will probably need to be taught that words can be broken apart into smaller sounds.
 - **Phonics**—the knowledge that letters of the alphabet represent phonemes, and that these sounds are blended together to form written words. Readers who are skilled in phonics can sound out words they haven't seen before, without first having to memorize them.
 - **Fluency**—the ability to recognize words easily, read with greater speed, accuracy, and expression, and to better understand what is read. Children gain fluency by practicing reading until the process becomes automatic; guided oral repeated reading is one approach to helping children become fluent readers.
 - **Guided oral reading**—reading out loud while getting guidance and feedback from skilled readers. The combination of practice and feedback promotes reading fluency.
 - **Teaching vocabulary words**—teaching new words, either as they appear in text, or by introducing new words separately. This type of instruction also aids reading ability.
 - **Reading comprehension strategies**—techniques for helping individuals to understand what they read. Such techniques involve having students summarize what they've read, to gain a better understanding of the material.

Balanced Literacy – The implementation of targeted programs and instruction that results in on-grade level or higher grade levels of literacy achievement for all students.

Instructional Capacity – The collective abilities of the teachers in a given school to teach and get results for all students.

Instructional Leadership Capacity – The collective abilities of the administrators and teacher leaders to build and maintain a professional learning community and solve problems of teaching and learning to move toward the goal of success for all students.

Academic Capacity – The collective abilities of all students to learn – and demonstrate their learning – in relevant and rigorous work products as well as in the results of formative and summative assessments.