

Curriculum & Student Development Meeting

Tuesday, September 3, 2024 5:30 PM

Town Campus Hammonasset Room/Zoom, 10 Campus Drive , Madison, CT 06443

I. Summer Curriculum Updates	Speaker (s) : Michelle Horn
II. Summer K-3 ELA Committee	Speaker (s) : Gail Dahling-Hench
III. Public Comment	Speaker (s) : Gail Dahling-Hench
IV. The Town of Madison does not discriminate on the basis of disability, and the meeting facilities are ADA accessible. Individuals who need assistance are invited to make their needs known by contacting the Town ADA/Human Resources Director, Debra Ferrante, at 203-245-6310 or by email at ferranted@madisonct.org at least five (5) business days prior to the meeting.	Speaker (s) : Gail Dahling-Hench

Curriculum Committee Summer Update

September 3, 2024



Curriculum Committee Summer Update

Science	CTE	Other Content Areas	Upcoming Projects
<p>K-8</p> <ul style="list-style-type: none"> ❖ Show improvement with the scores ❖ Align units to the NGSS standards <p>9-12</p> <ul style="list-style-type: none"> ❖ CRC to review several units ❖ Resume work with Paul Mezick and team once NEASC is complete 	<ul style="list-style-type: none"> ❖ Revised many courses including: Automotive Technology, Entrepreneurship, Interior Design, Intro to TV Production, Marketing, Materials Processing, On Your Own, TV Production, Video Game Design, Grade 6 CTE ❖ Developed new course: Performance & Sports Nutrition 	<p>Social Studies</p> <ul style="list-style-type: none"> ❖ Align K-8 units to the Connecticut Elementary and Secondary Social Studies Standards (2023) <p>ELA</p> <ul style="list-style-type: none"> ❖ Grade 9 revision <p>World Language</p> <ul style="list-style-type: none"> ❖ Latin ❖ American Sign Language II <p>Math</p> <ul style="list-style-type: none"> ❖ Pre-school ❖ Enrichment <p>Music</p> <ul style="list-style-type: none"> ❖ Grade 7 & 8 Chorus ❖ Theory - High School 	<ul style="list-style-type: none"> ❖ Clarify in our curricular documents the new state mandate on play-based learning options for students ❖ Prepare for the curricular changes for the upcoming K-5 model ❖ Present at NEASC Leadership Conference: Cultivating Common Purpose <p>Create a purposeful introduction of the capacities in Grade 4</p>

Madison Reading Program Review Team

Literacy Coaches		
Lisa Caldwell	Erin Chester	Michelle Horn
K-3 Elementary Classroom Teachers		
	<u>JEFFREY</u>	<u>RYERSON</u>
<i>Kindergarten:</i>	Tara Vitale	Allie Salomone
<i>Grade 1:</i>	Jeanette Iacobellis	Stefanie Hunt
<i>Grade 2:</i>	Chandler Arthur	Rene Chin
<i>Grade 3:</i>	Alisha Signore	Jennifer Pflomm
Special Education		
Sherry Farmer	K-3 Special Education Coordinator	
Administrators		
Becky Frost	Principal Jeffrey Elementary	
Kelly Spooner	Principal Ryerson Elementary	
Frank Henderson	Principal Brown Intermediate School	
Gail Dahling-Hench	Assistant Superintendent	
Craig A. Cooke, Ph.D.	Superintendent	



Madison Reading Program Review Team

Our charge:

- To review the district data related to the pillars of early literacy, as well as state achievement data to identify and target any areas for improvement.
- To examine programs and evidence of impact for those identified areas to make a recommendation for district next steps.



This review is about THE CHILDREN of Madison and the information we have to make a critical recommendation.

Madison Reading Program Review Team



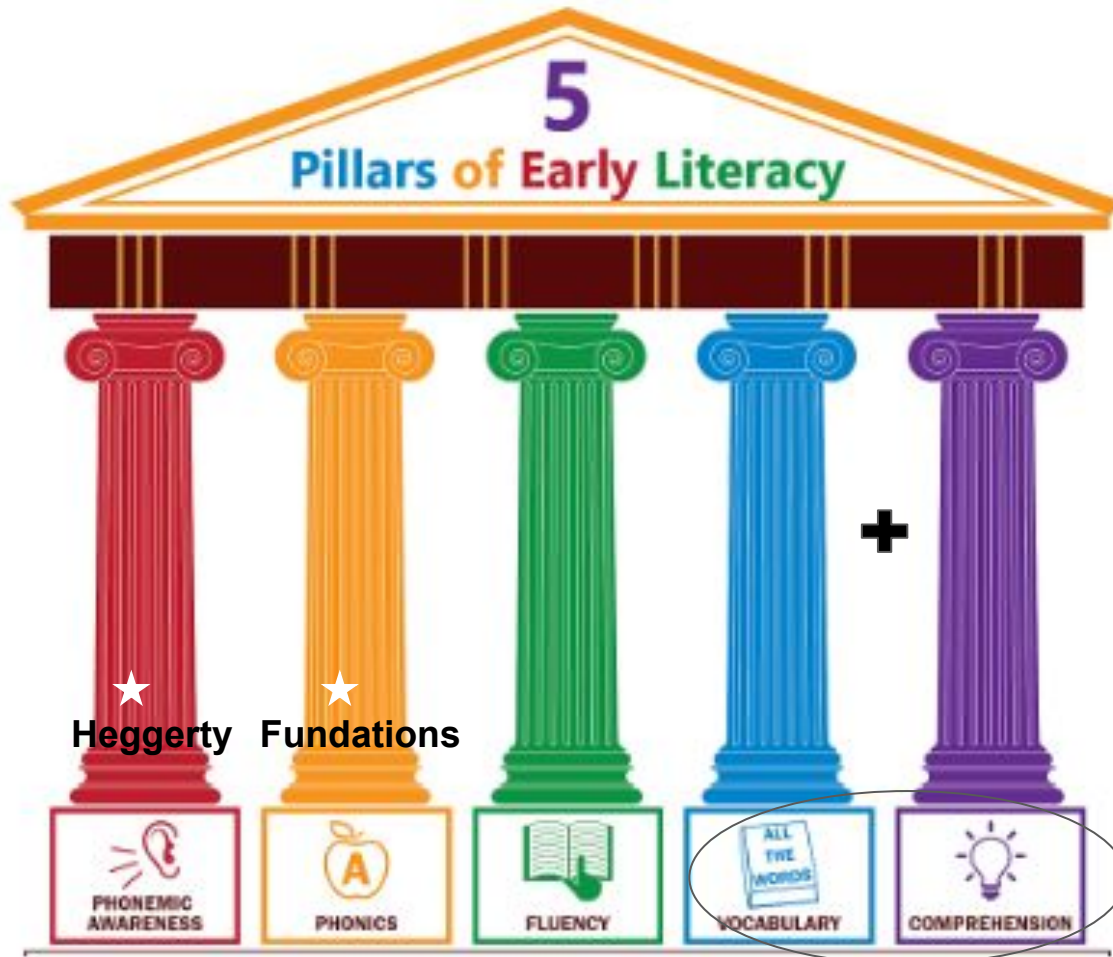
We will...

- Examine MPS data, trends, and disaggregated data for population needs against 85% Reading League benchmark
- Review the pillars of early literacy and the practices that best support them with resources from the Reading League
- Examine reviews from CURATE and ED Reports as well as other research on programs
- Compare decodable text sets
- Examine materials and consider 3 presentations from the SDE Approved list
- Make recommendations for MPS next steps



You can buy full programs to address all pillars,

or use an approach described as a ***Compendium of Programs***



Meeting Expectations = Approved

Partially Meeting Expectations = Must add an additional component

Transitional = Must add and substitute specific programmatic or curriculum components

Limited = Not Approved

CT Investigator

Madison

District	Was all submitted data validated?	Tests Submitted	Were the tests recommended for use in the data template?
Madison	yes	K: Easy CBM Phoneme Segmenting 1-3: Easy CBM Passage Reading Fluency	no

Madison CSDE Data

Right to Read Waiver Data

By Katherine Revello on 28 Jun 2024

Madison

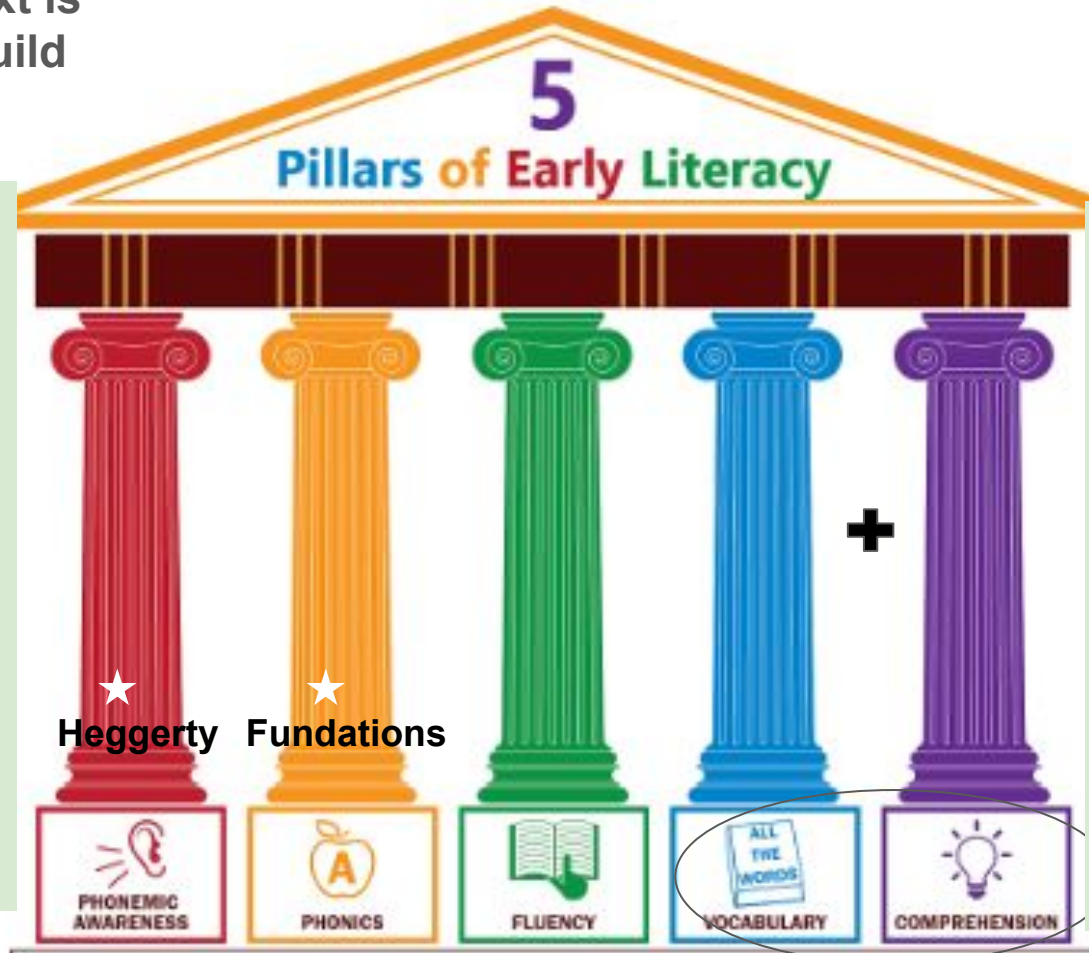
Waiver Determination	Did the district use a collection of programs or one comprehensive program?	Did the district create the curriculum?	Did the district submit a scope or sequence demonstrating how the programs are coordinated to transfer skills?	Did the district provide evidence showing the programs will support reading achievement?	Did the district meet expectations for instruction in phonological and phonemic awareness?	Did the district expect for instruction in ph
Limited: not approved	collection of programs	no	no	no	yes	yes



Decodable Text is
one tool to build
fluency

We Use:

- Heggerty
Toucan
Series
- Flyleaf
Publishing
- Pioneer
Valley
- Heineman
Jump Rope
Readers



We Also Use these materials and practices:

- Rasinsky
The Mega
Book of
Fluency

Repeated Reading
and Guided Oral
Reading- *National
Reading Panel*



Vocabulary *The Panel did validate that vocabulary can be learned incrementally through reading and listening as well as explicitly taught.*

Methods and Materials

Comprehension

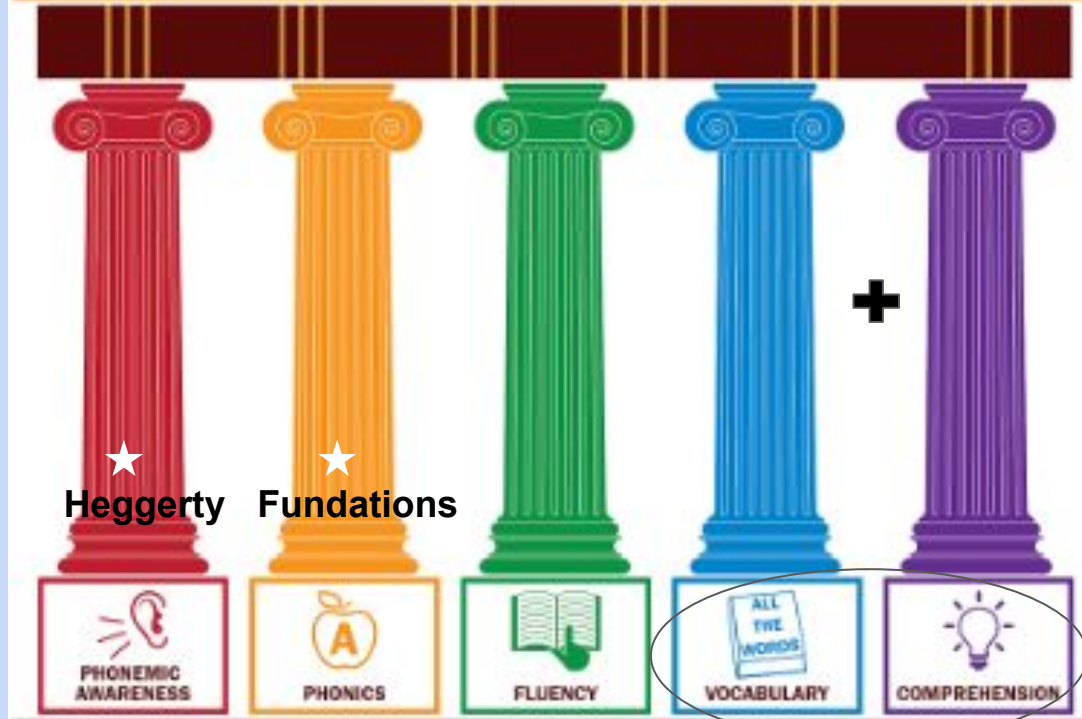
self-monitoring; cooperative learning; organizers; questioning and answering; question generation; story structure, and summarizing.



5 Pillars of Early Literacy

We Use:

- Building Vocabulary Kits
- Word Ladders
Dr. Timothy Rasinski
- Read Alouds
- PreK-Grade 8 Word Study and Morphology scope and sequence
- Unit-specific vocabulary



We Use:

- Reading Strategies
Jennifer Serravallo
- Raz Plus
Learning A to Z
- Read Alouds and classroom libraries
- National Reading Panel-7 types of instruction

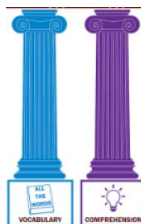
The following K–3 curriculum models, programs, and compendiums listed in alphabetical order, are approved for use by Connecticut districts until June 30, 2027

Compendiums of Programs: **Option A**

Journal of Curriculum Studies: “indicate that whiteness is centered at every level of the curriculum in text selection and thematic grouping of texts, as well as through discursive moves in teacher-facing materials...” **Great**

~~Minds – Wit and Wisdom~~ (2016 or 2023) with

Magnetic Reading Foundations (2023) or



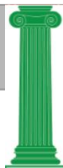
Compendiums of Programs: **Option B**

- **Open Up: Bookworms (2022)** with

Magnetic Reading Foundations (2023) or

NOTE- reviewed sample materials

Option One	Option Two	Option Three
Geodes	Geodes	Geodes
Heggerty	Heggerty	Heggerty
Wilson (2012)	UFLI Foundations	Sadlier Phonics to Reading





Madison Public Schools Next Steps

- Assessment Audit
- Workbook/Consumables Inventory
- Professional Learning Communities Data Review
- Ongoing Professional Development
- Geodes Pilot
- Read Aloud Protocol

Science of Reading Website TAB

What is The Science of Reading? How is Madison Public Schools applying the Science of Reading?

The US Department of Education established a National Reading Panel to examine research in order to determine the best ways to teach our nation's children how to read. The findings identified 5 key core concepts now called the 5 pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. After a short description of each pillar, we listed the materials/programs we utilize to support our locally developed and Board of Education-adopted curriculum, which can be found on the sequential tabs. All of these materials are actively used in the posted units.



Phonemic Awareness: Phonemes are the smallest parts of spoken language that combine to form words. Phonemic Awareness is the ability to notice, think about, and work with individual sounds and includes blending sounds into words, segmenting

What is The Science of Reading? How is Madison Public Schools applying the Science of Reading?

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After a short description of each of the five pillars, we listed the materials/programs Madison Public Schools utilize to support our locally developed and Board of Education-adopted curriculum. The Madison curriculum can be found on the sequential tabs on this website. All of the materials listed in this summary are actively used in the posted units.



Phonemic Awareness: Phonemes are the smallest parts of spoken language that combine to form words. Phonemic Awareness is the ability to notice, think about, and work with individual sounds and includes blending sounds into words, segmenting words into sounds, and deleting and playing with the sounds in spoken words. The results of 52 studies indicate that phonemic awareness is most effective in kindergarten and first grade.

- The Heggerty Phonemic Awareness Program

Phonics: The relationships between the letters (graphemes) of written language and the sounds (phonemes) of spoken language is called Phonics. The alphabetic principle

is the idea that letters represent the sounds of spoken language. Decoding is when we use letter-sound relationships to translate a printed word into speech.

- Wilson Foundations K-3.

Fluency: The ability to read orally with adequate speed, accuracy, and expression is called Fluency. Poor oral reading fluency is one of several factors that impact reading comprehension. The research from The National Reading Panel tried to examine the effectiveness of a specific method with a given age, but no conclusions could be drawn from the studies. They concluded that across grade levels, guided repeated oral reading routines that include guidance and feedback from teachers, peers, or parents had a positive impact on word recognition, fluency, and comprehension. Decodable books are simple books that are written for the beginning reader and contain the specifically learned grapheme-phoneme correspondences. Readers can use their developing segmenting and blending skills to read words in order to develop automaticity, or the ability to recognize words quickly and effortlessly and experience independent reading success.

- The following decodable readers follow the explicit skills taught in Foundations:
 - Heggerty Toucan Series
 - Pioneer Valley decodable books
 - Flyleaf Publishing
 - Jump Rope Readers
 - Geodes pilot
- Materials and resources from The Megabook of Fluency, Dr. Timothy Rasinski
- Poetry, Song and Repeated Oral Reading

Vocabulary and Comprehension: The National Reading Panel examined the complexity of comprehension and concluded that it could not be separated from vocabulary. The ability to understand oral and print vocabulary has an impact on comprehension. The greater the vocabulary, the easier it is to make sense of what is read. The Panel did validate that vocabulary can be learned incrementally through reading and listening as well as explicitly taught. Dependence on a singular method was determined not effective.

- Building Vocabulary Kits Dr. Timothy Rasinsky
- Word Ladders Dr. Timothy Rasinsky
- Read Alouds
- PreK-Grade 8 Word Study and Morphology scope and sequence

- Unit-specific vocabulary identified (black unit button- Stage One knowledge) and taught in every content area (ELA, Math, SS, Science, etc). Additional vocabulary is linked to read-alouds, morphology, and the materials listed above.

Once the pillars of phonemic awareness, phonics, fluency and vocabulary are established with young readers, the Panel was able to identify 7 types of instruction that could improve the pillar of comprehension: self-monitoring; cooperative learning; organizers; questioning and answering; question generation; story structure, and summarizing. Because students need to adjust strategies as appropriate, teachers need to be skilled at being responsive to students' needs and teaching students how to navigate increasingly complex texts.

- Reading Strategies Jennifer Sarravallo
- Raz Plus Learning A to Z
- Extensive Classroom Libraries with thematic collections, fiction, and nonfiction books
- Specific titles of Read Alouds in every Unit
- Specific lessons in each and every Unit that specifically resource and embed the 7 types of instruction cited by the National Reading Panel.

Madison Public Schools (MPS) has been recognized for its long-standing commitment to provide exemplary professional development and local curriculum development. We engage with experts to validate and extend our work. This ensures alignment to research and continuous growth.

Alignment

The following staff developers have worked with us to train, grow our understanding and implement the science of reading:

- **Dr. Rachael Gabriel** University of Connecticut/International Reading Association/author/researcher
- **Dr. Benjamin Powers** Yale/Global Literacy Hub/Haskins Laboratory
- **Dr. Timothy Rasinski** Kent State University/author/researcher

Each expert has independently reviewed our entire K-3 curriculum and all resources. Each expert has found the MPS curriculum to meet all of the key elements from the National Reading Panel and Structured Literacy.

Continuous Growth

In the summer of 2024, a committee with representation of teachers from each grade and school, special education, literacy coaches, and administrators examined longitudinal disaggregated Universal Screening data and standardized test scores against criteria set by The Reading League. Madison students continue to show strong achievement in all pillars of literacy and in test scores. The committee examined materials from three published materials from the state approved list. The committee was in strong consensus that our current curriculum and materials had strong evidence of effectiveness and impact for all learners. They were united in a recommendation to pilot additional decodable books in each grade level for additional fluency work in non-fiction. Geodes will be piloted this year in addition to the continued application of the programs referenced in the cited materials.

So, is Madison implementing the Science of Reading?

Madison applies the Science of Reading in the design of its curriculum, use of resources, work with experts to refine implementation, and engagement with inquiry to continuously improve. This ensures we are not only aligned in name, but in practice.