

Woodstock Board of Education
Academic Committee Regular Meeting
Monday, March 2, 2020 at 6:00 p.m.

Members Present: Holly Dearborn, Sonia Greene

Members Absent: Tony Gronski

Others Present: Megan Bard Morse, Viktor Toth, Superintendent, Kristen Elliot, Principal WMS, Jenna Demers, Principal WES, Lauren Rogers, Frankie Rollinson, Kerry Morin, Karen Chapuis

- I. Call meeting to order:
Mr. Toth called the meeting to order at 6:00 p.m.
- II. Elect Chairman:
Sonia Greene motioned to nominate Mrs. Dearborn. Mrs. Dearborn seconded the motion. Unanimous.
- III. Citizens Comments:
None
- IV. Approve Minutes of October 7, 2019
Mrs. Dearborn motioned to table the approval of the October 7, 2019 minutes to the meeting in April because the minutes were not available. Mrs. Greene seconded the motion. Unanimous.
- V. Presentation of ELA Series:
Jenna Demers prepared a presentation on the new language arts series the elementary school would like to purchase. The committee formed to research the new series was comprised on a volunteer basis and included teachers across grade levels as well as reading, speech and special education teachers. The current ELA series is Journeys (2011). The committee began their research in 2018. The team reviewed data from SBAC and STAR testing. The data showed there has been a steady decrease in test scores for the last four years. The team analyzed the data by grade level in order to determine specific areas of weakness. They looked at each grade level and found various components of comprehension were the weakest areas. After reviewing several ELA series, the team is recommending the series from EL Education. The team liked many aspects of this program such as: comprehension component, writing component, scaffolding, ease of use, in house professional development as well as an on-line option, differentiated instruction, and more.
A cost analysis of the program was also presented. The ELA research committee will be visiting a school in Sturbridge MA to observe the program in action. Committee members asked questions related to cost, purchase options, ability to keep the series current, specific components of the series, and professional development.
- VI. Citizen Comments-none
- VII. Adjourn - 6:46 p.m. Motion to adjourn Holly Dearborn, 2nd, Sonia Greene, unanimous.

Respectfully submitted,
Holly Dearborn
Committee Chairman

Reading Committee

Series Selection
Process





Committee Selection

Volunteer based with most grade levels and specialties represented

- Kimberly Wootton, Kindergarten
- Zandra Trudeau, 3rd
- Nicole Greenwood, 4th
- Suzanne Kline SRBI, Former 1st
- Kerry Morin, SRRBI
- Frankie Rollinson, Speech & Language
- Lauren Rogers, 3&4 Special Ed.

Process

Process

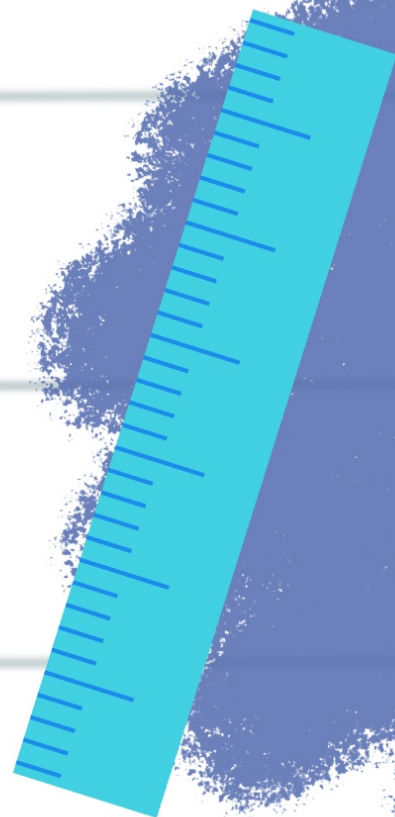
Start Date of October 2018

- 📎 Gather/Review student data to assess current school weaknesses and needs
- 📎 Research best practices in reading instruction
- 📎 Select and review previously expert vetted programs
- 📎 Cost Analysis, Recommendation to Superintendent
- 📎 BoE Academic Subcommittee Presentation

Reading Committee

Series Selection
Process



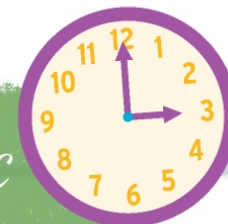


Data Review

STAR
RESULTS



SBAC
ELA
2015 - 2018



OBSERVATIONAL
NEEDS



Weaknesses by Grade Level

1

Literature

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

Foundational Skills and Language

- Isolate and pronounce initial, medial vowel, and final sounds in single syllable words
- Segment single syllable words into their individual sounds
- Know spelling-sound correspondences for common consonant digraphs
- Decode regular one-syllable words
- Know final e and common vowel teams for long vowel sounds
- Recognize and read grade level irregular words
- Use words and phrases acquired to signal simple relationships (cause and effect, because)

Weaknesses by Grade Level

2

Literature

- Distinguish own point of view
- Describe logical connections: sequencing, cause & effect, comparisons
- Describe relationships between events using time, sequence, cause/effect
- Describe how reasons support specific points the author makes in a text

Informational Text

- Distinguish own point of view
- Describe logical connections: sequencing, cause & effect, comparisons
- Describe logical connections between events
- Describe how reasons support specific points the author makes in a text

Foundational Skills

- Read grade level texts with purpose and understanding

Weaknesses by Grade Level

3

Literature

- Ask/Answer questions to demonstrate understanding of text, referring explicitly to the text
- Explain central message, lesson, moral using key details
- Describe character trait, motivations, feelings
- Distinguish own point of view
- Compare/Contrast themes, settings, plots
- Independent literature comprehension

Informational Text

- Main Idea
- Describe relationships between a series of events using time, sequence, cause/effect
- Distinguish own point of view
- Compare/Contrast most important events/key details
- Describe logical connections: sequencing, cause & effect, comparisons

Foundational Skills/Language

- Read grade level irregular words
- Read grade-level texts with purpose and understanding
- Distinguish literal and non-literal meanings of words and phrases in context

Weaknesses by Grade Level

4

Literature

- Determine a theme of a story, drama, or poem from details in the text
- Summarize the text
- Describe in depth a character, setting, or event in a story or drama, drawing on specific text details (character's thoughts, words, or actions)
- Compare and contrast points of view from which different stories are narrated, including first and third person

Informational Text

- Determine the main idea of a text and explain how it is supported by key details
- Summarize the text
- Compare and contrast points a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
- Explain how an author uses reasons and evidence to support particular points in a text

SBAC

Grade 3

Writing/Revising Texts (2016, 2017)

- Opinions, Setting Context, Organizing Ideas, Supporting Reasons & Conclusions

Analysis within or across informational texts (2017)

SBAC Scores

2015-2016: 78% Proficiency

2016-2017: 67% Proficiency

2017-2018: 65% Proficiency

2018-2019: 54% Proficiency

Grade 4

Writing/Revising Texts (2016)

- Opinions, Setting Context, Organizing Ideas, Supporting Reasons & Conclusions

Analysis within or across information texts (2018)

SBAC Scores

2015-2016: 79% Proficiency

2016-2017: 68% Proficiency

2017-2018: 65% Proficiency

2018-2019: 58% Proficiency

Additional Current Weaknesses

Lack of Cultural
Diversity in Texts

Lack of High Interest,
Engaging Texts

Unfocused instruction
(Too much packed into
lessons/units)

Instruction not based
on best practice/
current research

Limited Exposure to
Poetry

Writing Instruction Unaligned
with CCST

Limited opportunity
for student voice and
choice

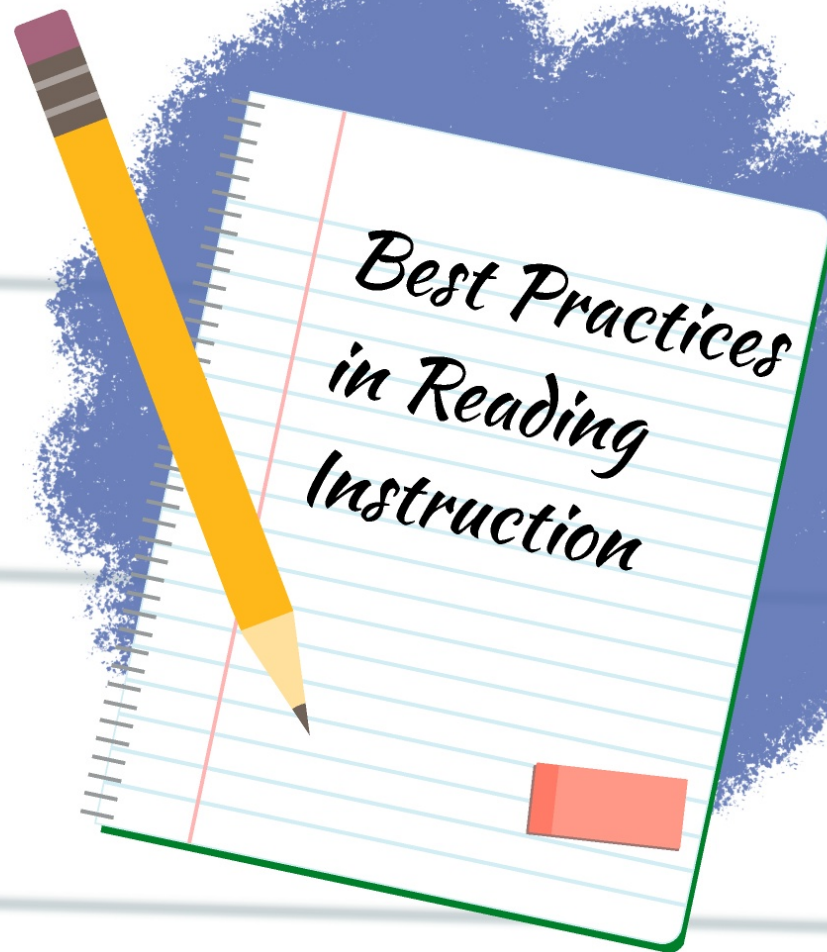
No novels
(Excerpts only)

No Word Study,
Weak Vocabulary

Reading Committee

Series Selection
Process







High quality programs must include critical instruction on:

Comprehension:

- Summarizing
- Generating Questions
- Identifying Important Information
- Making Inferences
- Monitoring

Vocabulary
Phonemic Awareness
Phonics
Fluency

Reading Instruction should span 90 minutes per day in grades K-5.



- Direct instruction of essential skills and strategies
- Provide differentiated instruction based on assessment and student needs (content & method)
- Provide systematic instruction with lots of practice and feedback
- Provide opportunities to apply skills and strategies in reading and writing meaningful text w/teacher support
- Monitor progress regularly



Engaged readers:

- use prior knowledge to gain new information
- use a variety of skills and strategies to independently gain information
- are internally motivated to read for pleasure and information
- interact socially to make gains in literacy development



Reading Committee

Series Selection
Process





EDReports.org

Current available programs
undergo a comprehensive review
by educational experts and receive
a program rating

*Programs
Evaluated*



*Review
Process*



*Journeys
2017*



Vetting Process:



Educator led teams develop rubrics and evidence guides

Reviewers receive extensive training



Gather evidence, reach consensus

Create comprehensive reviews with breadth and depth (4-6 month process)



Independently reviewed reports are released



Gateways 1 & 2 (Text Quality and Building Knowledge)

"Gateways 1 and 2 focus on questions of alignment to the standards. Are the instructional materials aligned to the standards? Are all standards present and treated with appropriate depth and quality required to support student learning?" (EL Education)

Gateway 3 (Usability)

"Gateway 3 focuses on the question of usability. Are the instructional materials user-friendly for students and educators? Materials must be well designed to facilitate student learning and enhance a teacher's ability to differentiate and build knowledge within the classroom." (EL Education)

Journeys 2017 Ratings

K-2

Text Quality: **Partially Met Expectations**

K (45/58)

1 (45/58)

2 (43/58)

Building Knowledge: **Does Not Meet Standards**

K (14/32)

1 (14/32)

2 (14/32)

3-4

Text Quality: **Partially Met Expectations**

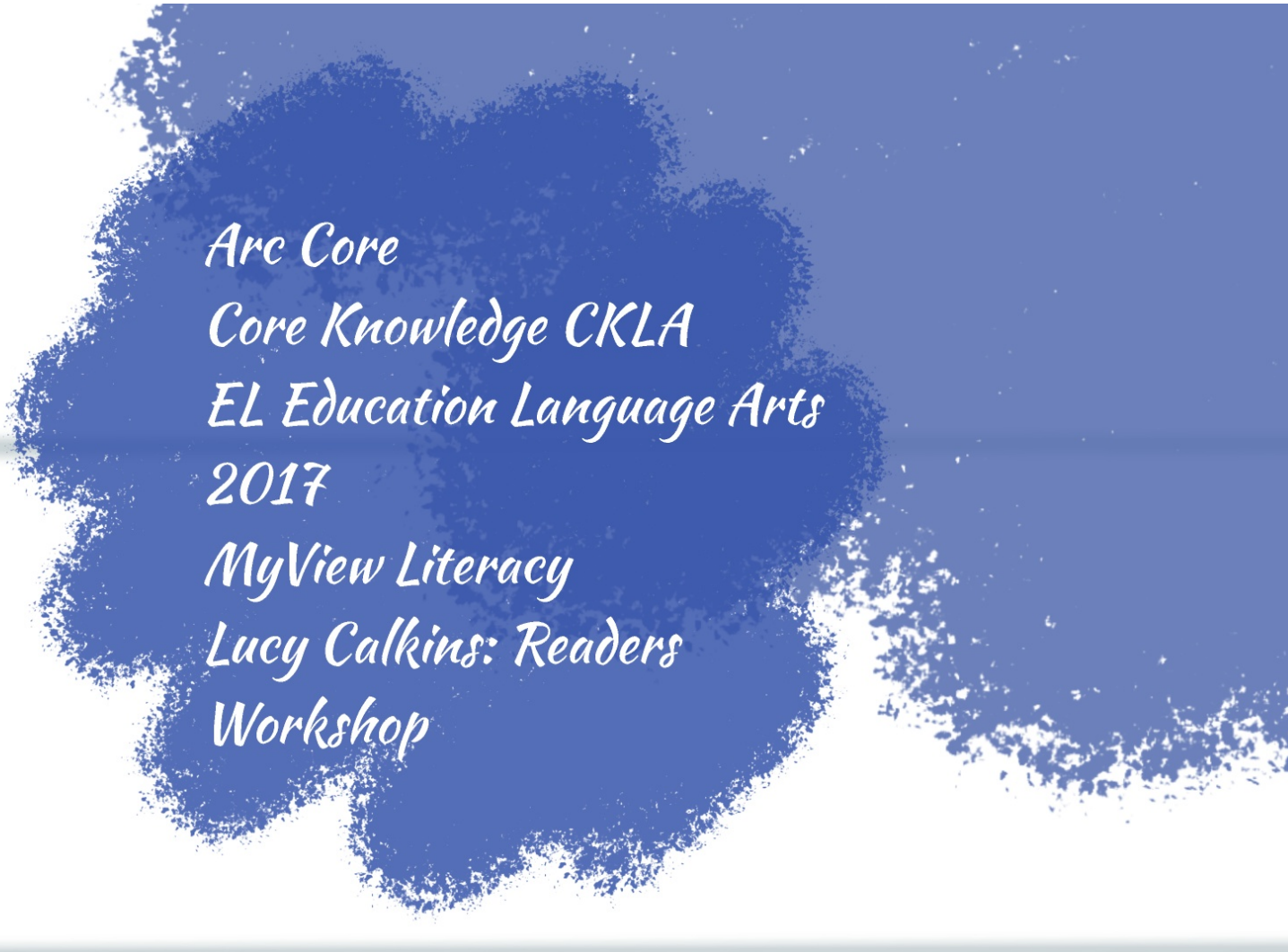
3 (27/42)

4 (27/42)

Building Knowledge: **Does Not Meet Standards**

3 (12/32)

4 (12/32)

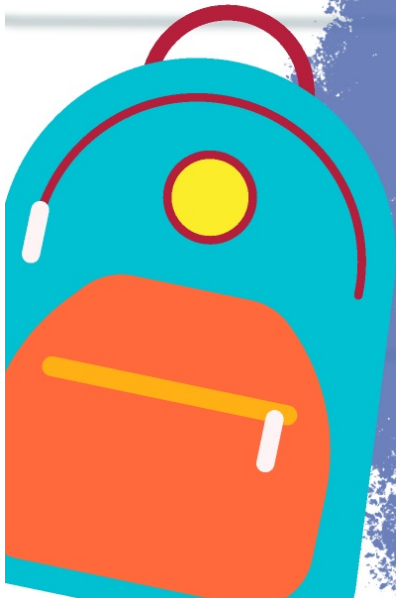


*Arc Core
Core Knowledge CKLA
EL Education Language Arts
2017
MyView Literacy
Lucy Calkins: Readers
Workshop*

Reading Committee

Series Selection
Process





Ratings

K-4

Text Quality: Meets Expectations

K (57/58)
1 (57/58)
2 (57/58)
3 (39/42)
4 (39/42)

Building Knowledge: Meets Expectations

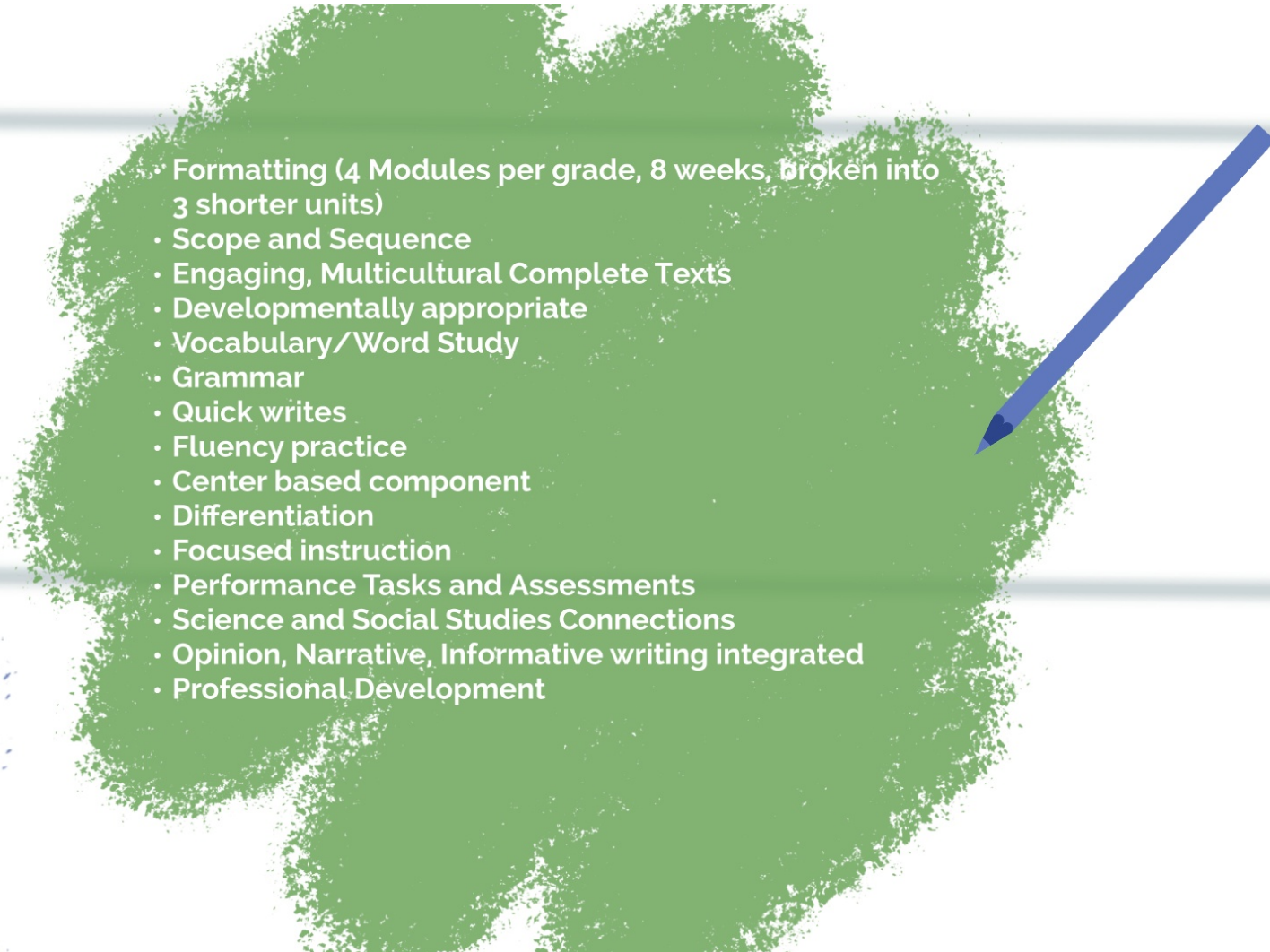
K (30/32)
1 (30/32)
2 (32/32)
3 (28/32)
4 (30/32)

Usability: Meets Expectations

K -4 (33/34)

EL Education

Cost

- 
- Formatting (4 Modules per grade, 8 weeks, broken into 3 shorter units)
 - Scope and Sequence
 - Engaging, Multicultural Complete Texts
 - Developmentally appropriate
 - Vocabulary/Word Study
 - Grammar
 - Quick writes
 - Fluency practice
 - Center based component
 - Differentiation
 - Focused instruction
 - Performance Tasks and Assessments
 - Science and Social Studies Connections
 - Opinion, Narrative, Informative writing integrated
 - Professional Development

Cost

Quote 1: \$105,945.00

Teacher Texts, Required Trade Books,
Student Workbooks/Consumables,
Center Materials, Recommended Texts

Quote 2: \$49,397.00

Teacher Texts, Required Trade Books,
Student Workbooks/Consumables

Quote 3: \$10,500.00 + \$830

Professional Development
3 Days in Person, Curriculum
Companion

Reading Committee

Series Selection
Process

