



BOARD OF SCHOOL TRUSTEES

KELLER INDEPENDENT SCHOOL DISTRICT

5A. Report

Date: November 14, 2005

SUBJECT: Scope and Sequence Update

**BOARD GOAL: All students will achieve educational excellence
All systems in the Keller Independent School District will be effective, efficient, and accountable in support of the district's mission.**

FISCAL NOTE: Curriculum and Instruction Department budget and federal funds allocated for the development of the District Scope and Sequence

Background Information:

- Curriculum Development Policy EG (Local) - setting the vision for district's curriculum development
- Scope and Sequence – addressing teacher concerns and questions
- Elementary Scope and Sequence - Balanced Literacy Approach
- Guidelines for selection of curriculum writers

Administrative Considerations:

The Curriculum Development Policy EG (Local) recommended by the Curriculum Audit will establish a connection between the curriculum and the district's mission and goals. It is a cornerstone policy that will provide direction in the implementation and design of the curriculum. Once adopted, EG (Local) will identify the district's expectations for the planned/written curriculum, the taught curriculum, and the tested curriculum. The Curriculum and Instruction Department with the assistance of campus administrators and teachers are in the process of collecting data to begin the first phase of the written curriculum.

The Curriculum Coordinators have completed their feedback review of the first nine weeks scope and sequence. Teachers at each grade level were asked to provide specific comments about the document. Many of the concerns could be grouped into three categories: time allotment, sequencing of skills, and aligned resources. The Curriculum and Instruction Department also heard similar concerns from grade level leaders and department chairs during after school meetings.

Specifically at the Elementary level, implementation of the language arts scope and sequence has been a continuous topic of discussion. The elementary language arts scope and sequence organizes the TEKS based on a balanced literacy framework. (see attachments for a description of balanced literacy) Principals and teachers expressed concern that they did not have the resources or training to effectively implement guided reading, one of the major components of the balanced literacy approach. One of the resources was an assessment tool that could provide teachers with specific information about the students' strengths and weaknesses in terms of comprehension, reading level, decoding, spelling, phonics, and phonological awareness. As result, the K-12 Language Arts Coordinator along with the Bridge teachers identified an appropriate assessment tool, the Developmental Reading Assessment (DRA) and developed a timeline outlining training and grade level implementation. DRA kits have been purchased with federal funds so that each campus now has at least three kits in kindergarten through third grade. Training sessions on guided reading and literacy centers have already taken place and will continue throughout the school year and summer. In addition, a committee comprised of teachers, administrators and parents will be creating a professional development plan addressing all aspects of balance literacy, researching and providing campuses with resource choices especially in the area of phonic instruction, and developing a list of standard resources needed by each existing campus and a purchase list for new campuses.

The Curriculum Coordinators will continue to collect feedback from across the district. This feedback will serve as a valuable resource as curriculum writers begin the process of developing a K-12 scope and sequence that meets the needs of Keller students.

The Instructional Core Team met on November 4 to discuss guidelines for selecting teachers who will serve on the curriculum writing teams beginning this spring. An initial draft will be completed in November and after receiving input from the principals, the final guidelines and supporting documents will be reported to the Board in January. The teachers who are interested in participating will be required to send in a resume and complete an application which will include a brief questionnaire. The selection process will involve both central office and campus administrators.

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Respectfully submitted,

Dr. Tammy Rountree
Asst. Superintendent of Curriculum and Instruction