

# Curriculum Committee Summer Update

September 3, 2024



# Curriculum Committee Summer Update



- ❖ 7 content areas: ELA, CTE, Science, Social Studies, Math, World Language, Music
- ❖ 59 teachers contributed
- ❖ 91 units in the revision process

# Curriculum Committee Summer Update

Science	CTE	Other Content Areas	Upcoming Projects
<p>K-8</p> <ul style="list-style-type: none"> <li>❖ Show improvement with the scores</li> <li>❖ Align units to the NGSS standards</li> </ul> <p>9-12</p> <ul style="list-style-type: none"> <li>❖ CRC to review several units</li> <li>❖ Resume work with Paul Mezick and team once NEASC is complete</li> </ul>	<ul style="list-style-type: none"> <li>❖ 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</li> <li>❖ Developed new course: Performance &amp; Sports Nutrition</li> </ul>	<p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>❖ Align K-8 units to the Connecticut Elementary and Secondary Social Studies Standards (2023)</li> </ul> <p><b>ELA</b></p> <ul style="list-style-type: none"> <li>❖ Grade 9 revision</li> </ul> <p><b>World Language</b></p> <ul style="list-style-type: none"> <li>❖ Latin</li> <li>❖ American Sign Language II</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>❖ Pre-school</li> <li>❖ Enrichment</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>❖ Grade 7 &amp; 8 Chorus</li> <li>❖ Theory - High School</li> </ul>	<ul style="list-style-type: none"> <li>❖ Clarify in our curricular documents the new state mandate on play-based learning options for students</li> <li>❖ Prepare for the curricular changes for the upcoming K-5 model</li> <li>❖ Present at NEASC Leadership Conference: Cultivating Common Purpose</li> </ul> <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>
Kindergarten:	Tara Vitale	Allie Salomone
Grade 1:	Jeanette Iacobellis	Stefanie Hunt
Grade 2:	Chandler Arthur	Rene Chin
Grade 3:	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...

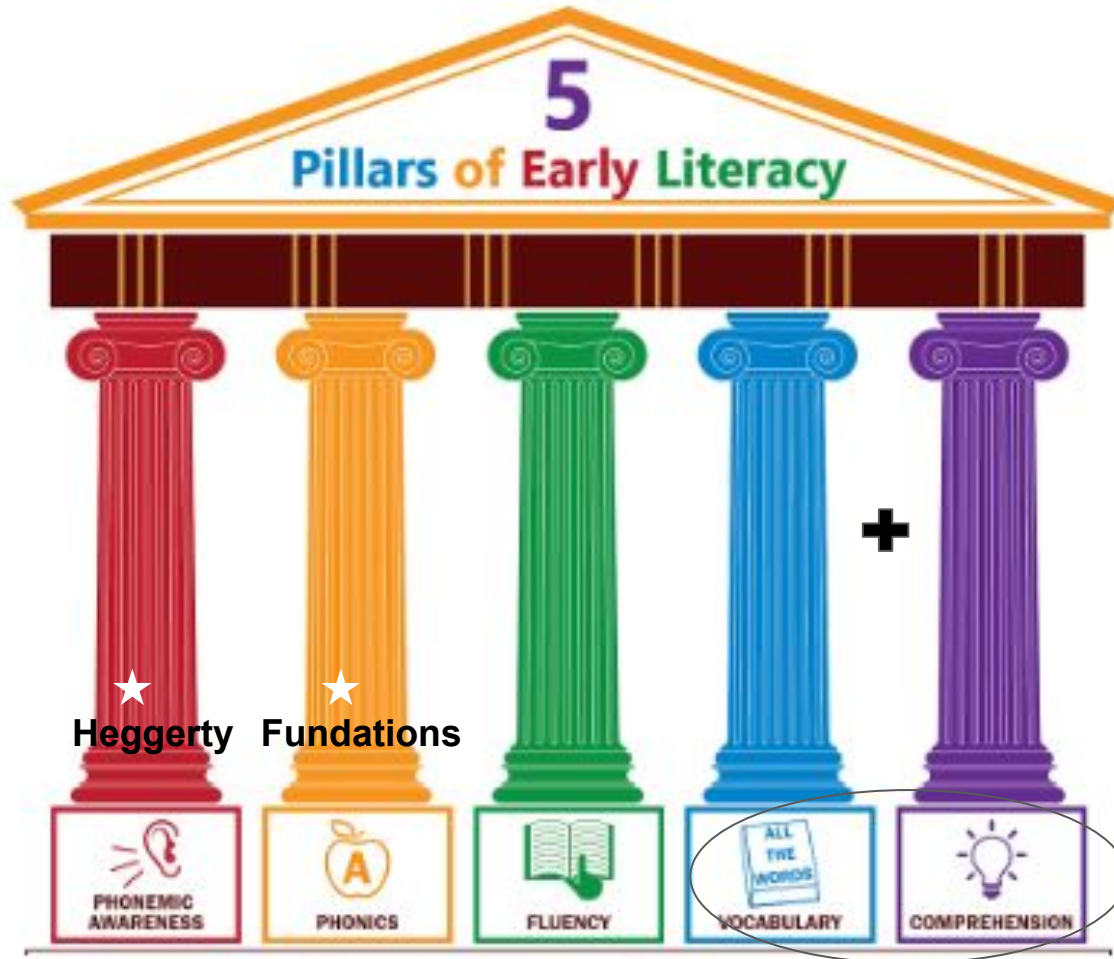
- Examine MPS data, trends, and disaggregated data for population needs against 85% Reading League benchmark
- Review the pillars of early literacy and the practices that best support them with resources from the Reading League
- Examine reviews from CURATE and ED Reports as well as other research on 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 Districts 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

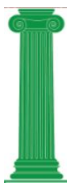
# Madison CSDE Data

## Right to Read Waiver Data

By Katherine Revello on 28 Jun 2024

Madison

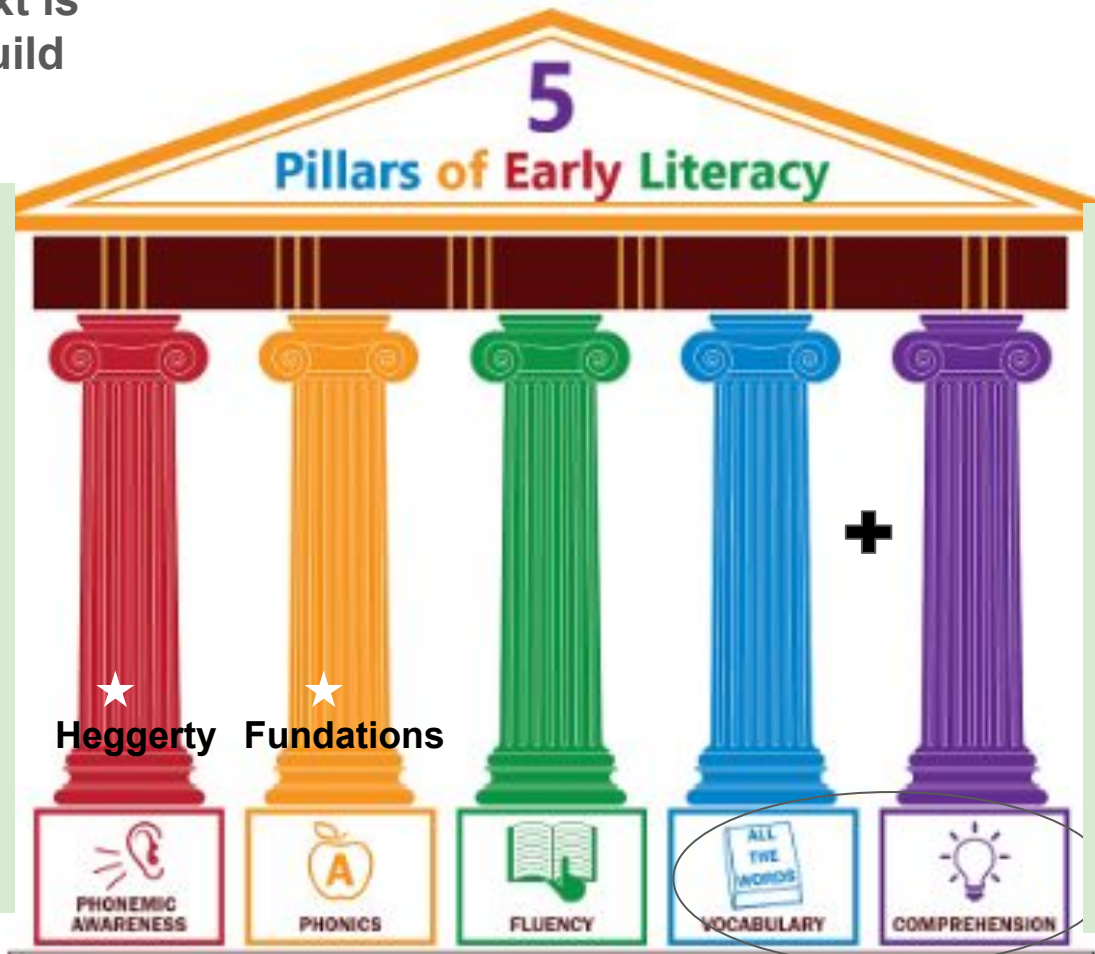
Waiver Determination	Did the district use a collection of programs or one comprehensive program?	Did the district create the curriculum?	Did the district submit a scope or sequence demonstrating how the programs are coordinated to transfer skills?	Did the district provide evidence showing the programs will support reading achievement?	Did the district meet expectations for instruction in phonological and phonemic awareness?	Did the district meet expectations for instruction in phonics?
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*

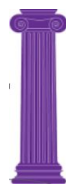


**Vocabulary** *The Panel did validate that vocabulary can be learned incrementally through reading and listening as well as explicitly taught.*

## Methods and Materials

## Comprehension

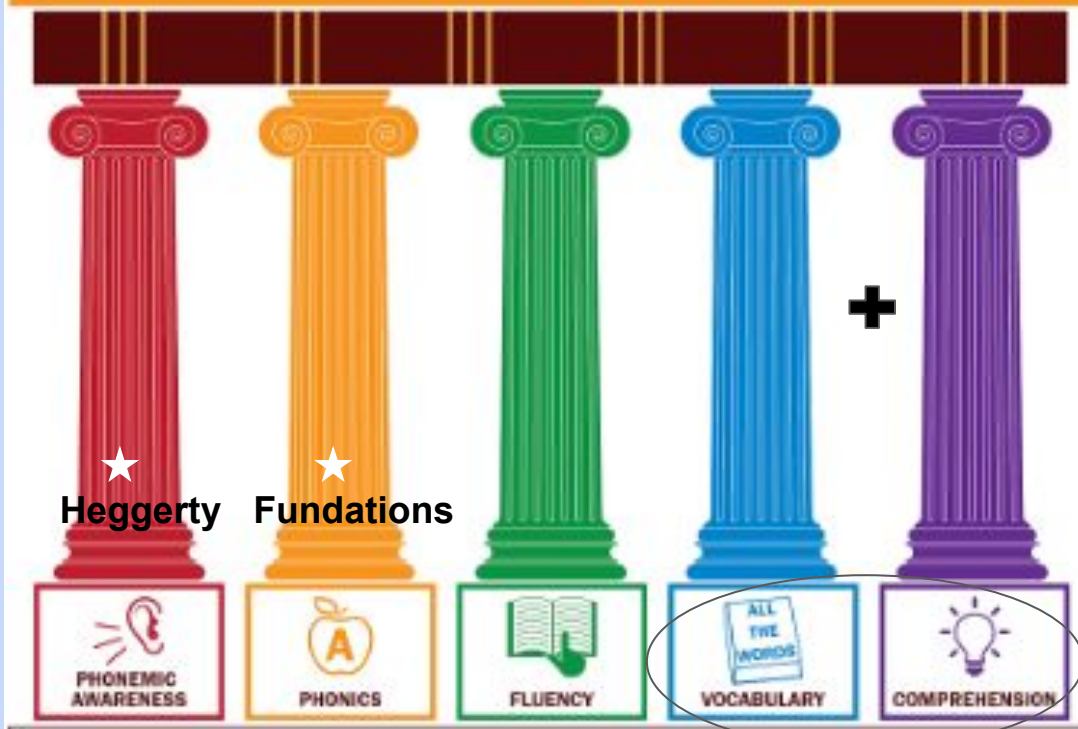
*self-monitoring; cooperative learning; organizers; questioning and answering; question generation; story structure, and summarizing.*



# 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



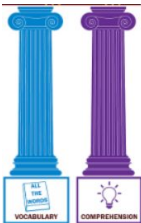
### We Use:

- 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