

***Wilton-Lyndeborough Cooperative School District-SAU #63***  
***District Curriculum Coordinator***

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**Curriculum Report: March 6, 2018**

**Professional Learning**

During the February 2 Workshop Day, I worked with the specialist teachers on curriculum writing. This was a continuation of our weekly Professional Learning Team (PLT) meeting work. The teachers have written scope and sequence documents for grades 1 – 5, competencies and performance indicators, and began detailed unit development. This work identifies a continuum of learning from grade to grade.

I attended the winter Learning Forward professional development meeting. Topics of discussion included the new ESSA plan for New Hampshire and its implications for student learning and assessment, Title II grant opportunities, and ideas for local professional development.

The monthly regional curriculum, instruction, and assessment meeting focused on the logistics of the state assessment, the revised state science assessment and science instruction, teacher evaluation and training for teacher evaluation, and the type of professional development that other districts are offering.

**Curriculum development**

During March and April, we will resume weekly PLT meetings with grades 1-5. Our work will focus on documenting our remaining new reading units.

The FRES science committee continues to meet to review competencies and develop performance indicators for each grade level. Teachers report that Mystery Science is well-received by students and teachers. The focus videos are engaging and set the stage for hands on experiments, analysis, and discussions of science concepts.

**Assessment**

Interim versions of the state assessments were taken by grades 3, 4, and 5 at FRES and grades 6, 7, and 8 at WLC. These assessments provided students with familiarity with the testing process and data for us about the content of the tests. Grade 11 students will take the interim science assessments in early March.

The accompanying Intervention Report provides information about student growth for students at both FRES and WLC. Students at FRES benefit from small group intervention through the W.I.N. program and middle school intervention occurs during the SEER period with the use of online reading and math programs.

Respectfully submitted,  
Julie Heon, Curriculum Coordinator

# Mid-year Intervention Report

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## Grades 1 – 5

- 13 students “graduated” out of reading or math intervention in February
- 12 additional students began intervention in February
- Students see one of 4 teachers 5 times per week (reading specialist, intervention specialist/coordinator, 2 Title I grant teachers)
- 24 third graders participate in Math Lab before school most Tuesdays and Thursdays
- 23 fourth and fifth graders participate in Math Lab after school most Tuesdays and Thursdays
- Mid-year progress reports were sent home in February
- The intervention team met with each grade level team after benchmark testing in November and early February to gauge transfer to classroom performance and determine which students should continue with intervention, change intervention groups based on the level of intervention, or “graduate” from intervention
- Note below that a significant number of students improved from Urgent Intervention and Intervention Needed to On Watch or At/Above grade level. It takes a great deal of improvement to move levels and to do so in only half a year is a strong gain.

## Mid-year Results:

### Reading

- 97% of students improved their scaled score (all but 1 student)
- 64% of students changed their level (Urgent Intervention to Intervention Needed, or to On Watch); most who did not change level moved higher within a level
- 11 students moved up to On Watch and 6 students changed to At/Above grade level

### Math

- 85% of students improved their scaled score; those that did not were in grades 4 and 5 and may have been discouraged or not have given their best efforts on the mid-year assessment
- 46% of students changed their level (Urgent Intervention to Intervention Needed, or to On Watch); most who did not change level were very low and also did not move level in reading
- 6 students moved up to On Watch

## Grades 6 – 8

- All middle school students participate in SEER (Student Exploration Extension Reinforcement) during the last 25 minutes each day
- Students benefit from intervention or enrichment from the teachers and online resources

- Merit Reading and Kahn Academy for math are the online resources being utilized at this time, on an alternating day basis
  - These are progress monitoring tools, not benchmark tools
  - From these results we determine which students do not appear to be making adequate progress regardless of their benchmark level
- Teachers report that several students are reluctant or refusing to participate in their intervention work, particularly in grade 8
- Teachers have jointly agreed to report students' lack of appropriate work ethic through online scoring of the Self-Directed Learner Expectation
- Teachers are challenged by having full class sizes during SEER time, trying to monitor student participation/work and providing support, explaining concepts, and answering questions

#### Results:

##### Reading

- 82% of students have made adequate growth based upon skill building
- 14 students are participating in enrichment work (9-12 grade levels)

##### Math

- 76% of students have made adequate progress at this time
- The primary focus is geometry since the STAR results indicated this is a weak area for most students