

Northshore School District
CURRICULUM MATERIALS ADOPTION COMMITTEE MINUTES
October 4, 2021
3:30 p.m.

CALL TO ORDER

The meeting of the CMAC was held remotely on Monday, October 4, 2021 via Zoom, and simultaneously broadcast publicly. Chairperson Obadiah Dunham called the meeting to order at 3:33pm.

He explained that this is ran as a webinar and guests are waiting until they are let into the room; and how it is also broadcast over You Tube as it is official public notice for NSD.

ATTENDANCE

Name	Present	Absent
Obadiah Dunham <i>Chairperson</i>	X	
Niki Smith	X	
Tracy Patterson	X	
Adra Davy	X	
Shelby Reynolds <i>(Non-voting member)</i>	X	
Ayva Thomas		X
Greg Cox	X	
Sonja Hoeft		X
Rebecca Nielsen <i>Co-Chairperson</i>	X	
Ashley Andrews	X	
Nancy Dodson	X	
Jessica Darling		X
Janine Schmoll	X	
Kim Osgood	X	
Carolyn Urrutia	X	
Nandita Guilanians	X	
Ross Braine	X	
Jessica Kido <i>(Non-voting member)</i>	X	
Cathy Barela <i>(Non-voting member)</i>	X	

3:36pm: Introductions of CMAC members to each other, and welcoming new members. Everybody took turns introducing themselves, including their role/district position and years as CMAC members.

OLD BUSINESS

APPROVAL OF MINUTES

3:44 pm Obadiah asked committee members to review the minutes from the May 17, 2021 CMAC meeting. Explained that the CMAC folder is in google docs, Cathy added the link to the chat. This folder is only accessible for CMAC members.

It was **MOVED** by Nancy Dodson to accept as written, and **SECONDED** by Greg Cox to approve the May 17, 2021 minutes as written. There were no opposed.

Obadiah (OB) called for the question, the motion carried.

NEW BUSINESS

3:47 p.m. Assign reviewers for December Meeting.

Next meeting is December 6, 2021 at 3:30pm, agenda item: Khan Academy. Liaison: Niki Smith. OB explained we need 5 reviewers and asked for volunteers.

Volunteers raised hands:

1. Carolyn Urrutia
2. Greg Cox
3. Ashley Andrews
4. Nandita Guilanians
5. Kim Osgood

3:57pm APPROVAL OF CONSENT AGENDA

Second Step

America: A Narrative History (IB)

Rebecca moved, Adra seconded to approve consent agenda.
All approved, no opposed.

4:00 p.m. NEW BUSINESS

OB explained for the new committee members about pilot and field-testing programs. Supplementary things are not required, core curriculum is required.

Rebecca asked that we send out the CMAC Procedures to CMAC members.

PRESENTATIONS

4:08 pm Sondag Systems 1&2- Present Information

Amity Butler, Director of Accelerated Models and Programs

Amity showed her PowerPoint on Sondag System.

- Would serve multiple tiers for students with MTSS.
- Designed by Windsor Learning, meant for Elem Reading curriculum
- Need being met: intention for students below grade level in the five areas of reading: phonics, phonological and phonemic awareness, fluency, vocabulary, and comprehension.
- This intervention will meet the need of students identified as needing support in House Bill 6162

Pilot Testing Process

- 10 schools from all four regions containing LAP, Title I, one classroom teacher and multilingual teachers will determine which students the Sondag System will work best for.
- Participating students:
- Prof Dev Needed: all participates attend two days of 6-hour training in September

- Left the training with the basics, now teachers need to create their rank order lists and determine which SSD would be best served using the Sondag System.

- System 1 intended for Grade K
- System 2 intended for Grade 2 through Grade 8 ask needed

- Funding: \$60,816.60
- 10 total sets of System 1 and System 1, also purchased decodable texts created to be used with the systems and the online subscription.

- Annual cost includes resource book

Recap specific request:

- Sondag System 1 and 2
- District supplemental curriculum
- Grades K-8 (focus on K-5)
- Reading instruction for students below grade level- will serve students with dyslexia or indicators of other things.

This is supplemental as an intervention

OB to clarify: this is a pilot

Q: do you see this as a way to be avail to MS interventionists? A: if we see that it works, I don't see why not. One thing that appeals to her with Level 2, it would support going up through 8th grade.

Exciting to see this work for moving to 8th grade, huge benefit the structure goes across the two age groups (Elem and MS)

Q: Do you envision this being a pull-out or incorporated in gen ed?

A: probably a pull out

Amity: this is not an inclusive pull out delivery. Not sure how this could be

A: will there be a sped secondary teacher on the CMAC panel

Q: how will progress be tracked?

A: two checks by May 2022 in order to give a recommendation

Discussion about using iReady

Q: how many students will there be testing?

A: each school determines in each cohort which students need

This is an intense intervention, not used for a mildly below grade level program but

Most schools not have more than 5, definitely not over 10

4:20pm Amira- Update

Update on pilot information, Christy Clausen, Asst. Director/Curriculum, Instruction & Assessment

Supplemental pilot ELA grades K-3

A supplemental resource aimed at students who exhibit risk factors with dyslexia; and multi-lingual learners that benefit from additional oral language

Ran by artificial intelligence

Listens to children read and as students read out loud one by one, Amira takes note of errors or miscues that happen along the way as the student is reading out loud.

Micro interventions

Provides 1:1 tutoring in reading for students

Various data reports provided on a data dashboard

Tracking report

Even a parent report

Amira Identifies students at risk

Provides for oral language structures for multi-language learners

Purpose for Amira pilot

Need an assortment of high-quality evidence-based reading interventions

WA state schools are expected to implement a K-2 screening from E2SSB 6162,

As we try out Amira, we are asking ourselves if it's a valuable tool for assessment

And is it a tier 1, 2 or 3

Hoped outcomes

Hoping to support students with reading difficulties

Use i-Ready assessment data to determine best action steps for intervention of each child

Utilizes results to determine a supplemental curriculum

By the end of the SY in the spring, come back with results to show CMAC and hopefully have a solution to a problem

Pilot representation includes

20 teachers

Grades K-3 classroom teachers, LAP, EL, mid-level

Teachers from each region

9 schools

Participation by choice

Questions:

- I'm a data scientist by training; and my children speak 4 languages and how does that work? The languages are endangered (native languages) There's no mention of K-2, just 3rd graders.
 - Will need to learn more about how it works with Multilanguage learners, not sure what we will know until we try. Thank you for bringing to our attention. There must be some sort of vocabulary piece and I'm not sure until we try the pilot out, but we will be looking for these things. OB: good to bring this back to the vendors.
- Is their coordination that we don't have students in both Amira and Souday Systems?
 - good point, we should look at our teacher lists to ensure no overlap.

Progress monitoring: using Amira tools similar to i-Ready tools

- This might lie outside of the scope, but have considerations been given to using this tool to enhance and not inhibit our early reading teachers? Worries that teachers may not develop skills if they are using this as a tool. It could become a crutch and suddenly our staff don't have the skills.
 - as in, helping teachers who are teaching early learning literacy? Don't want to lose the one-on-one interaction. We are all pretty curious about the AI part of it,

and designed to save teachers time not replace instructional time. Makes the time more efficient.

- would be great to hear from teachers involved in these pilots (pilot teachers are often passionate) however elem teacher work load can be almost unbearable, but would be interested to hear how teachers feel about it. Hoping this can be a benefit to teachers.

Heggerty: Update

District Core Curriculum Katie Pepper & Christy Clausen

- Looking at Piloting a tier 1 supplement – Heggerty phonemic awareness curriculum. District wide pilot from k-2. Support the development of the foundational reading skills necessary. Several version K and primary (1-2). Phoneme awareness with letter sound knowledge is a precursor to reading and writing. The ability to hear the sounds and words. Benefit to good readers and writers. Identify them by the end of 2nd grade and how important it is to get them early.
- Ability to manipulate the phonemic awareness, core reading program
- Need to develop the ear for the language
- Precursor
- Have not had a good program for a strong phonemic awareness

- We know we need to get teachers ready to use the material, offered multiple spring training

- Getting a lot of interest from the teachers, including preschool teachers

- Be preparing for an extension, the 103; that will

- Proposing a yearlong study, K-2
- Supe ordered the materials for all classroom and mid-level blended teachers
- Teacher feedback collected by grade level in February and may 2022
- i-Ready student growth measured on Phonological Awareness Domain

- hope to end up with a strong ELA curriculum

- repurpose the Haggarty as a tier 2 supplemental program

- OB: it is unusual to do a pilot with such a large group, this is due to the dyslexia bill that we are trying out resources for teachers; so, it's available to anyone who wants to use it and collect data from iReady
- Not keep it away from anyone who wanted it, so it's putting tools in hands of any teacher that wanted to try it.

Questions:

- K-2 teachers just send an email to join, could they sign up now if they wanted to?

- everyone is getting it, they all have a set and PD is teaching the “how to” for 102(?) for Hagarty. Still a choice if they want to use it.

Elem ELA Curriculum Review

4:50pm

Core materials update

Christy Clausen

- Continuing on the journey to find a comprehensive high-quality ELA materials for teachers, for K-5 literacy programs to meet the academic needs of all students
- Are there any other resources out there before we make a final recommendation for the process?
 - Pilot process, looking at new five additional curricula under review
- Pilot process for K-5
- 10-12 week pilot window: Oct 11 to Jan 14
- Up to 57 teaching days during window
- Publisher provided PD for each curricula
- 42 teachers participating + CS & RB Pilot teachers
- Plan to collect data similar to how it’s been done before, mid-point teacher checks after week 4 and 8
- Teachers will fill out comprehensive summative survey
- Community viewing feedback Jan 26
- Student growth measured by pre-and post i-Ready Reading assessments

Questions:

- how is the pilot divided up?
 - Almost every grade represented in the pilot, divided amongst K-5. We really looking for a comprehensive program for ALL students. For students who are advanced learners, or disabilities, or whatnot. ALL students.

New Business- Presentation for Approval

5:02pm Flyleaf- Amity Butler

Schools are already using Flyleaf

ELA intervention/supplemental material

Elem reading curriculum

Intervention for SSD below grade level in the 5 areas of reading: phonics, phonological awareness, fluency, vocabulary and comprehension

Works well for English/Multilanguage learners

Field testing: used in summer school 2020 and 21; was a fabulous resource

PD needed: modeling of the instruction either in person with an experienced instructor or use of the online model lesson videos. Prof dev can occur during the day at school locations.

Funding: 29 total sets, \$139,331.81

LAP will fund this expense, and it has been approved

Recap request:

- Flyleaf decodable readers
- District supplemental curriculum
- Wants to provide to all schools not just the ones who could have afforded it on their own from outside funding (pta)

Questions:

- Seems like we are focused on deficit programs, what about the “other side” of the curve
- What about devices and services to serve students above the levels
 - we are lucky that Amity is presenting because she’s director of High Cap. While we round out intervention materials for students, we were using a whole lot of different materials for students in the deficit of reading. I would like to have three or four resources for our teachers to get to use
 - Also, having 4-5 presentations on the same or similar theme can be rough. It will be one of our jobs to view “how do all students look at these programs’. You can see that the district is pressuring to fix some gaps, plus the state requirement for dyslexia screening.
 - The big package will need to address all our learners.

Q (statement) I want to show appreciation for amity for focusing on students with multiple languages learned.

A: many of our brilliant students do struggle with reading but they are covered up by other things, helping them read better (such as dyslexia) this will help them shine. These materials will help them to catch up.

Q: asking about teachers who use both programs together

Side note: need to ensure the tech works, had struggles

5:18- put amity back in waiting room per OB, and discussing with cmac group for any questions just for cmac folks (she can hear)

Rebecca: appreciated seeing the new forms helps with reviewing, appreciates the reviews using the new version with equity lens

Q: asking about using a google doc form for reviews in order to be able to reflect more intentionally and use it as a tool, like an optional worksheet

A: print as PDF and you can see the notes

5:25pm Motion on FlyLeaf

Nancy would like to move that we recommend flyleaf as district supplemental curriculum for K-3grades intervention

Janine seconded the motion

OB: is there any discussion on the motion on the table?

Q: my one comment is that she's looking at her iReady data, where's something she can use? She has 27 students. Is this specific to K-3 and is there anything we can use for other students?

A: this does look very primary , let's approve it as primary. Is this possible with flyleaf? Where are the resources for secondary?

Let's stick with the original motion, since this hasn't been cleared for older grades.

All in favor- no opposed.

Motion carries, and OB has adjourned the meeting at 5:29pm

ADJOURNMENT