

# **CENTRAL COLUMBIA SCHOOL DISTRICT CURRICULUM DEPARTMENT**

## **STRATEGIC PLAN PROFESSIONAL DEVELOPMENT COMMITTEE Minutes**

Monday, April 12, 2010  
3:45 P.M.  
District Office Board Room

- I. Called to Order by Dr. John Kurelja
- II. Attendance:

Luanne Bittenbender, Lynne Brown, Janice Dysart, Bob Fogarty,  
Chad Heintzelman, Jim Hollister, Dr. John Kurelja,  
Dr. Swapan Mookerjee, Tom Sharrow, Kim Shultz, Mike Sokoloski,  
Beth Snyder, Ellen Withrow
- III. Reviewed minutes from March 31, 2010 meeting
  - a. Corrections:
    - i. Jim Hollister was in attendance
    - ii. Spelling correction under Mathematics, Questions/Comments. Correct spelling is judiciously.
- IV. Supporting Research Link
  - a. At the request of members of the committee Dr. Kurelja developed a web page to share important research that has been utilized to develop the district's vision for the future.
  - b. Here is the link to the developing research web site.
    - i. <http://www.ccsd.cc/users/curr/strategic/Research/index.htm>
- V. READING – Shara Kinney (Handout Attached)
  - a. Curriculum, Instruction, and Assessment
    - i. Align Curriculum to PA Academic Standards
      1. We had a committee that got together to review reading and writing. Kindergarten through Grade 8 is completed. The next step is to complete this process in the High School.
    - ii. Align Instruction to Student Needs
    - iii. Assess Student Attainment of Academic Standards
      1. 4Sight serves as a pre-PSSA

- iv. Research and Implement successful teaching practice
- v. Questions/Comments:
  - 1. How does AR fit into this package? A committee member has heard from a number of parents and students who feel that our current Strive for 25 and Accelerated Reader programs have had an adverse effect on student's love of reading.
    - a. We will be investigating this further to see how we can monitor the effectiveness of these programs.
    - b. Accelerated Reader is just one part of our middle school reading program. The test proves they read the book, but there are also projects that go along with it. Our Middle School Librarian, Janice Dysart, feels that it is more of a positive than a negative. The test is a starting point for her. If they don't finish the book, she can ask why and then help them find a book that better suits their interests.
  - 2. Elementary Reading Specialist – They have started a new support system. Five reading specialists are now serving at least 200 students. We have a 21% exit rate. In the past, we have only had support services for grades 1 & 2. We now service K-4.
  - 3. A committee member asks, "Has the MS renovation and resources had an impact on our scores?"
    - a. Our circulation has always been pretty high. We sign out approximately 10,000 books a marking period. One of the big changes has been signing books out for summer reading. Also, laptops are great. We can split students into a variety of groups. Many classes have embedded activities that involve partnering with the library.
    - b. Does anyone have information on the HS?
      - i. Mrs. Bates partners with teachers and often visits the classrooms.
  - 4. A committee member identified Lewisburg for having higher scores due to their strong connection with Bucknell. Another committee member asked if we utilize the library at Bloomsburg University.

- VI. STUDENT ATTENDANCE (any school that does not graduate seniors) – Dr. John Kurelja, Tom Sharrow, Chad Heintzelman
- a. Monitor and Promote Student Attendance
    - i. Attendance Consequences
      - 1. Reviewed the policies and procedures followed to address attendance issues.
    - ii. Provide Rigorous and Relevant Curriculum
    - iii. Mr. Sharrow reviewed the teaching
    - iv. School Counts Program
      - 1. This program is in place at the high school and is the result of a partnership with area businesses.
      - 2. When students earn this certificate they can use it to show employers and earn an advantage over other job candidates even earning a higher starting wage.
    - v. Our district goal for attendance set by the state is 90%. We have traditionally maintained a 96% attendance rate.

- VII. STUDENT PARTICIPATION IN STATE ASSESSMENTS – Dr. John Kurelja
- a. Complete Incentive Program
  - b. The state target is that 95% of our students will participate in state assessments.
  - c. Dr. Kurelja commented on the various ways we try and motivate kids to take tests and do their best.
  - d. Last year's participation rate was 100%

- VIII. Next meeting will be held on Wednesday, April 21<sup>st</sup> at 6:00 p.m.
- a. Study approved facilities
  - b. Mr. Monick – Technology
  - c. Science

IX. Adjournment

Strategic Plan Meeting  
Professional Development Committee

READING K-6

1. Align Curriculum to Standards
  - a. All Language Arts curriculum from K-6 has been aligned with Pennsylvania standards
  - b. Standards have been prioritized
  - c. Teachers are now much more familiar with standards and aware of alignment
2. Align Instruction to Student Needs
  - a. Guided Reading addresses student needs in small groups more effectively
  - b. Individualized and specific by assessments and characteristics
3. Assess Student Attainment of Academic Standards
  - a. Use of 4Sights and PSSA preparation books
  - b. Future curriculum to be vertically aligned and universal assessments
4. Research and Implement successful teaching practices
  - a. Balanced literacy: 6 years
  - b. Learning Focused Schools matching a balanced literacy philosophy

Resources:

- Guided Reading: Good First Teaching for All Children by Fountas, I.C. and Pinnell, G.S.
- Guiding Readers and Writers Grades 3-6 by Fountas, I.C. and Pinnell, G.S.
- Best Practices in Literacy Instruction (3<sup>rd</sup> ed.) edited by Gambrell, L.B., Mandel Morrow, L., and Pressley, M.
- The Reading Instruction Provided Readers of Differing Ability by Allington, R.L. in *Elementary School Journal* 83:548-59.
- Schools That Work: Where All Children Read and Write by Allington, R.L. and Cunningham, P.M.
- No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools edited by Allington, R.L. and Walmsley, S.A.
- Comparing Instructional Models for the Literacy Education of High-Risk First Graders by National Assessment of Education Progress with Pinnell, G.S, et al. in *Reading Research Quarterly* 29:8-39.
- Reading Instruction That Works: the Case for Balanced Teaching by Pressley, M.
- Using Real Books: Research Findings on Literature-Based Reading Instruction by Tunnell, M.O. and Jacobs, J.S. in *The Reading Teacher* 42:470-77.
- Teaching Reading in Small Groups by Serravallo, J.