

# CANTON PUBLIC SCHOOLS

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**To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.**

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## **Superintendent's Report School Committee Meeting of Thursday, May 14, 2020**

**Jennifer Fischer-Mueller, Ed.D.  
Superintendent of Schools**

### **Updates**

COVID-19: All past and recent correspondence, including the May 11 letter from Commissioner Jeff Riley, can be found on our [website](#).

PreK/K Last Day of School: Given the COVID-19 school closure, we will not be conducting Kindergarten screenings on June 17-19 as previously planned. As a result, the last day of school for preschool and kindergarten students will be June 23, 2020.

Senior Update: Principal Folan and his design team reviewed the results of the senior survey and have begun making year-end plans for our seniors. To view a copy of Principal Folan's letter to seniors and their families, click [here](#).

### **Indicators of Excellence**

Special Day for Seniors: Wednesday, May 6, was a special day for our very deserving seniors. Thanks to the time and efforts of our CHS Staff and Administrators, School Committee Chair Kristin Mirliani, and Senator Walter Timilty, signs were delivered to every senior at their home. What a great way of letting our seniors know we are thinking about them.



Hockomock Scholar-Athlete Award: Congratulations to Caroline Tourgee and Nathan Quan on earning the honor of Hockomock Scholar-Athlete. This annual award is given to a male and female senior from each of the twelve Hockomock League schools as a special recognition of excellence in athletics as well as academics.

CHS Performing Arts: Even though the production of "Mamma Mia" was canceled due to the ongoing pandemic, rehearsals left the cast and crew with many fond memories. These photos were taken by student photographers, Kylee Sheehan and Stella Lempert. In the weeks leading up to the show, the cast also had the opportunity to perform a show for the Canton senior community. A glimpse of that performance can be found [here](#).



### **Update on Hiring Processes for Administrators**

CHS Principal Search: The Interview Committee finished conducting interviews and finalists have been identified. Finalist Days are scheduled for May 18 and May 20. Virtual forums will be held for the community, staff, and students. The schedule can be found [here](#).

JFK Principal Search: Interviews began this week. The Finalist Days are scheduled for May 28 and May 29, and we will hold virtual forums for the community and staff. More information to come.

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# K-5 Literacy Update

— May 14, 2020 —

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# Our Vision for Literacy

- Build a community of readers and writers
- Where every student sees him/herself in the curriculum and feels an authentic sense of belonging in their classroom
- Become confident life long readers and writers who have agency and independence

## Long-term Strategic Objectives

### 1 Achieving Educational Excellence & Ensuring Equity

To attain educational excellence across all schools, in every classroom, every day, in support of consistently high growth and outcomes for every student

### 2 Cultivating School Climate & Culture

To create and sustain a school climate and culture that support a rich educational environment for all students and staff

### 3 Transforming Teaching & Learning

To create rigorous, relevant, and contemporary learning experiences so that the PreK-12 journey supports student development and prepares students for their futures

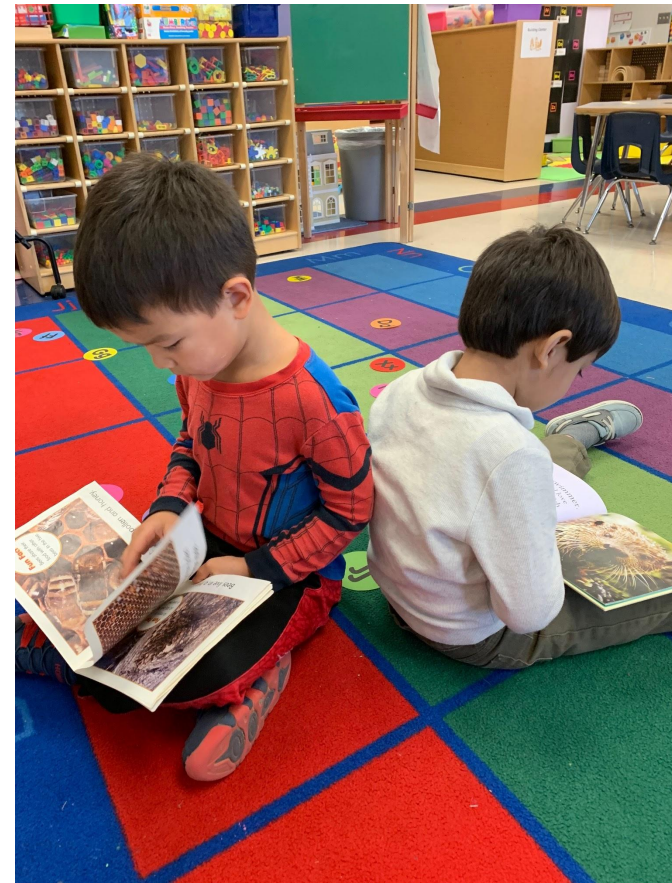
### 4 Achieving District Excellence

To develop state-of-the-art operational systems that assure access to high-quality resources, including facilities, aligned to our educational vision, equitably distributed, and utilized efficiently



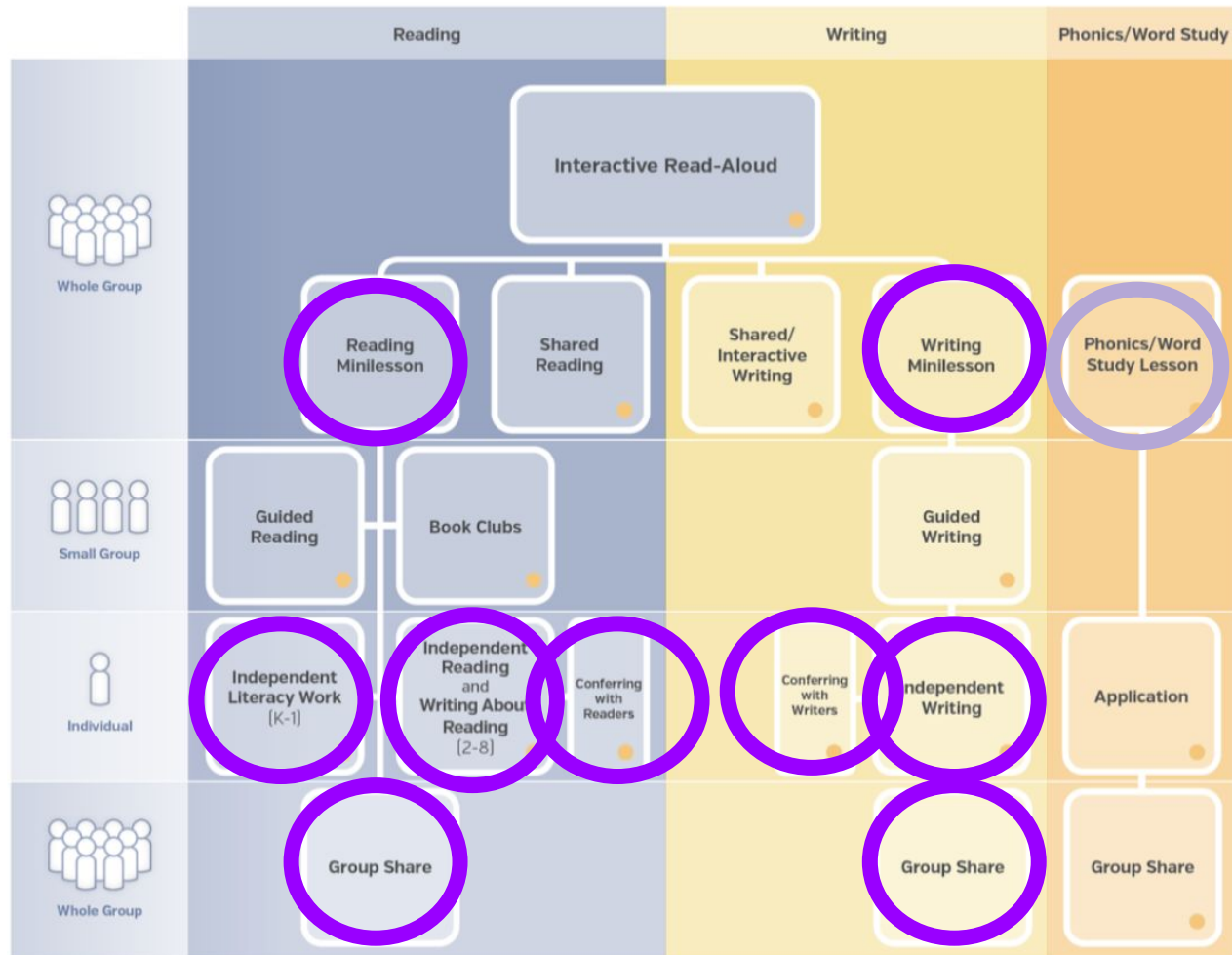
## Data from Entry Plan

- Student Learning Data - gaps within subgroups
- Limitations of Journeys
- Promote Teachers' Professionalism
- PD around programs not practice
- Student Engagement



# Our goal for this year

- Early Adopters begin implementing instructional routines that set the foundation for reading and writing workshops.
- Early Adopters use the Calkins Units of Study to help support the reading and writing workshop.
- Early Adopters helped identify the structures that would support teachers with the professional learning needed to transition.





# Thank you to the following teachers for their participation as Early Adopters.

Erin Aylward	Christine Banks	Holly Berkowitz	Allison Ciccariello	Libby Dixon	Sue Dunlap
Nancy Durang	Laura Gaspa	Lisa Hansen	Susan Harrington	Kim MacKay	Lauren Mahan
Kerry McCarthy	Susan McManus	Jayne Moore	Jenn O'Connell	Julia O'Leary	Susan Olsen
Marcie Oshry	Erin Proctor	Cheryl Rodriguez	Kaitlyn Sweeney	Gina Todesca	Bridget Wade
Ann Walsh	Kim Willett	Patty Willis	Susie Woodland		

## And our Reading Specialists

Jackie Abrams, Suzanne Coyle, Amanda Dart, Becky Reinhold

# Local Community Comparison

## Who is using Reader's and Writer's Workshop?

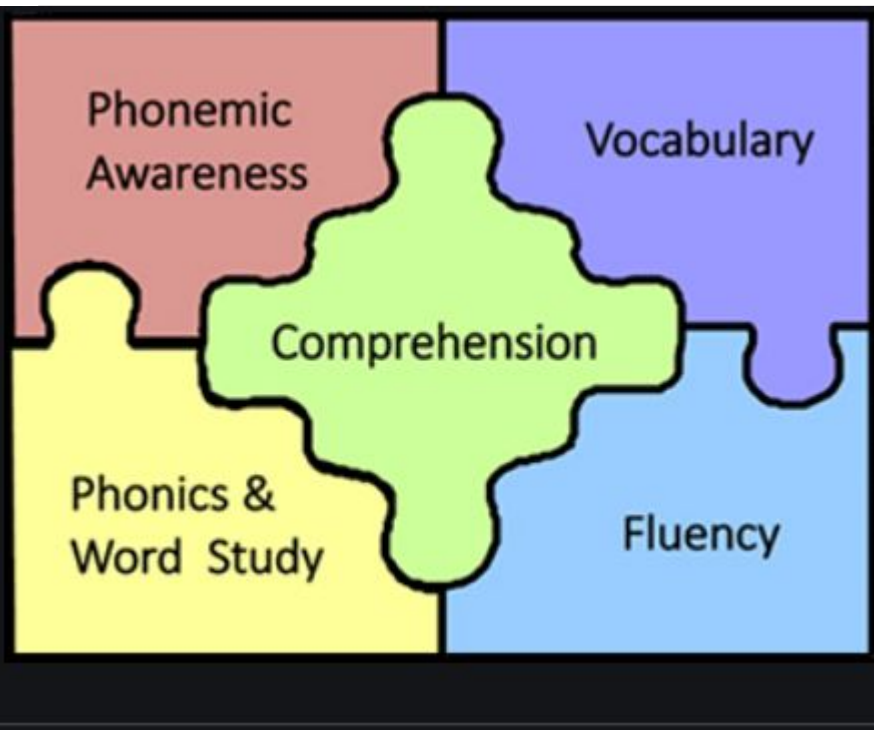
Andover  
Arlington  
Bedford  
Brookline  
Burlington  
Cent. Berkshire  
Dartmouth  
**Dedham**  
Dover-Sherborn  
Dracut  
Duxbury  
Erving  
Fitchburg  
**Foxboro**  
Framingham  
Franklin  
Frontier

Groton-Dunstable  
Holbrook  
Hopkinton  
Hudson  
Leverett  
Lowell  
Lynnfield  
Medfield  
Medway  
Methuen  
Narragansett  
Nashoba  
**Needham**  
Norfolk  
North Attleboro  
North Brookfield

North Middlesex  
Northampton  
Norton  
Norwell  
Plymouth  
Richmond  
Salem  
Scituate  
Seekonk  
**Sharon**  
Shutesbury  
Silver Lake  
Southwick-Tolland-  
Granville Regional  
**Stoughton**  
Swansea

Tyngsborough  
Wakefield  
Watertown  
Wayland  
**Wellesley**  
West Springfield  
Weston  
**Westwood**  
Wilmington  
Winchester  
Worcester  
Wrentham

# Why Reader's and Writer's Workshop?



## Basal Reading Programs

- "One Stop Shopping"
- Script for easy use
- Teacher driven/limited choice

## Reading Workshop

- Complements strong PA & Phonics instruction
- Requires shift in classroom culture
- Choice & Voice for students/teachers



# How did we get started?

- Setting up structure for Early Adopters to grow their practice
- Spring and Summer Professional Learning
- School Year - In house & Outside Support
- Shifting instructional routines to the Workshop model
- Sharpening a skillset:
  - ***Using short, explicit teacher language***
  - ***Conferring with students individually***
  - Assessing in order to inform instruction
  - Planning targeted small group instruction

# The teacher perspective

Bridget Wade, Grade 5 (and students)

Kaitlin Sweeney, Grade 4

Susie Woodland, Grade 3

Patty Willis, Grade 2

Erin Proctor & Kim Mackay & Claire Lund, Grade 1

Kerry McCarthy & Kim Willett, Kindergarten



# Gr 1 Perspective

[Gr 1 Teacher Feedback- Erin Proctor & Kimberly MacKay](#)





# KINDERGARTEN

## Reading & Writing Workshop



# Reading Workshop

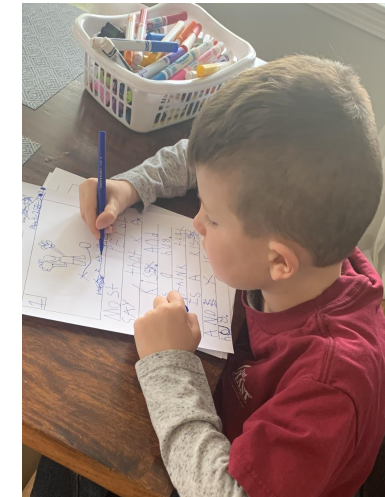
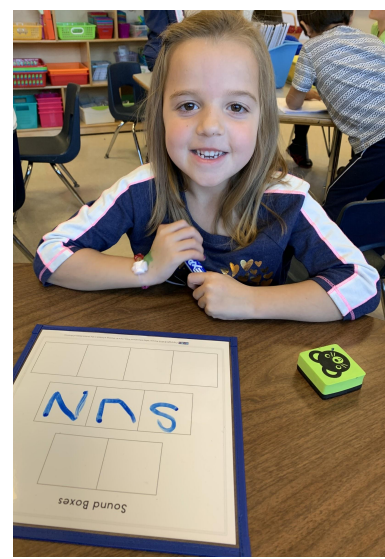
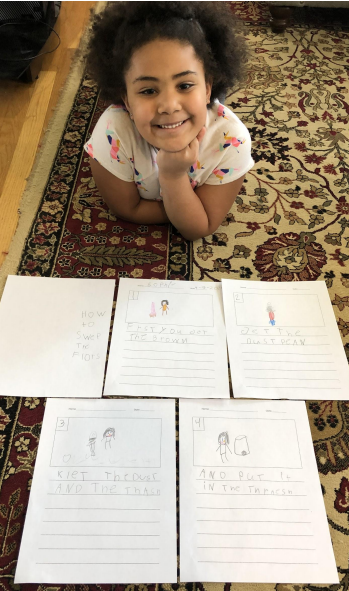
- Fosters a love of reading in Kindergartners.
- Routines are created so kindergarten students are able to engage in independent and partner reading for up to 30 minutes at a time.
- Children joyfully engage in reading throughout the day.
- Children are excited to fill their own book bags with books that they choose.
- Children are able to choose their own books - "just right books" - books that are at their reading level. They are able to choose from topics or genres that are of interest to them.
- Partner Reading: The room is buzzing with talk about books as children learn to talk about books with their peers.
- Results - Kindergarten students are spending more time with books in their hands. They have a love of reading and are proud of their reading success.





# Writing Workshop

- Kindergarten students are excited about writing.
- Children are able to engage in writing activities at their own level - drawing pictures, labeling, writing words, sentences, or whole stories. The teacher meets students “where they are at.” Students do not feel pressure and frustration about writing.
- Teacher directed mini-lessons, guided practice, and blocks of time dedicated to student writing create an authentic and developmentally appropriate environment for children to write.
- Children learn strategies for “writing tricky words,” such as - listening for beginning sounds, stretching out the sounds they hear, using sight word knowledge, and listening for blends and patterns in words.





# What we've learned about what students need

- Students need joy & purpose!
- Student engagement was really high in Early Adopter classrooms
- Our K-2 students need a stronger foundation in core literacy components: phonemic awareness, phonics, fluency, vocabulary and reading comprehension
- When small group instruction is imbedded into the instructional routines, support for students can be provided in class, rather than through a pull out model

# What we've learned about our professional learning needs

- High support and high expectations with flexibility and grace.
  - District-wide professional development
  - Critical academic school based ongoing support/structures (i.e. in-house release time to unpack Units of Study (UOS))
  - Differentiated support for educators
  - Explicit modeling and support from Reading Specialists
  - Creating a culture of learning with and from each other
- Data Driven: Teachers need data to help drive instruction.
- It's a Journey: Where you start is not where you stay.

# What's next?

- Tracking the data
- Assessing students when school opens
- Adjusting plans due to school closure
- Engaging teachers
- Planning for professional development