



## Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	3/7/23
Facilitator	Sandy Allaire
Attendees	Sandy Allaire, Mark Pederson, Lucy Canotas, Ken Henderson, Ashley Harbel, Tim Guanci, Jennifer Puchlopek, <del>Kim McCormick</del> , <del>Michael Boucher</del> , Mark Sherwood, Kelley Brooks, <del>Chris Snyder</del> , Sarah Galligher
Agenda	Previously disseminated and posted online.
Notetaker	Ashley Harbel

Approval of minutes from 2/7/2023
Notes: Meeting called to order at 4:05PM
Motion to <i>Approve</i> by: Ashley Harbel Seconded by: Tim Guanci
9 in favor; 0 opposed; 1 abstentions

<b>TOPIC:</b> K-12 Math and Science Curriculum Committees - Informational	
Discussion:	Mark, Lucy, and Sandy
<ul style="list-style-type: none"><li>● Overview of the work that is happening at the curriculum level that has involved our teachers.</li><li>● MP - trying to bring back district wide content wide curriculum meetings from all levels (el, ms, hs) to talk about curriculum K-12.<ul style="list-style-type: none"><li>○ Started with math/science - teachers have voiced wanting to make changes to competencies and curriculum, so started them.</li><li>○ CIAS (secondary) and curriculum coordinators (elem level) to start before bringing in classroom teachers.</li><li>○ Science<ul style="list-style-type: none"><li>■ MP - original plans for science - competencies were written before state adopted NGSS, but were aligned with it in anticipation.</li><li>■ MP - Since we have created ours, state has accepted NGSS and has come up with model competencies.</li></ul></li></ul></li></ul>	



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- MP - Competencies at HS level are focused on science practices, MS is mix of content and skills, Elem has gone through several renditions - now aligned more with HS with nature of science and scientific method.
- MP - What would it look like to bring in change more of the state competencies and the cross cutting concepts of the NGSS (ex: patterns, cause and effect)
  - MS - I thought that is what we did?
  - SA - we aligned to the standards - but the competencies are broader statements that encompass several standards.
  - MP - there is verbage in model competencies that are not in our competencies that our staff want to focus on and is articulated in ours (and not just in the standards)
  - LC - science is one of the arrows that we tried to keep to sentence stems when approaching competencies. If we just adopted the model competencies, the language is the same all the way through. At the elem level, we need to dig deeper of what those mean and how they connect to the grade 12 end competencies.
- MP - We have had this curriculum and the cocmpetencies for several years now. We are able to use their feedback after they have used it now for several years and we can adjust. This is the first step of possibly changing curriculum/competencies. It is a process.
- Math
  - MP - Same idea happening in math. Math was the second curriculum that was written. Pockets where competencies are written very specifically.
  - MP - Bringing competencies that are a bit more open ended allows teachers to utilize them in multiple ways.
    - TG - allows competencies to be taught and assessed multiple times across units instead of being so specific it only applies to one.
  - SA - we have looked a lot of data around these competencies and curriculum. Use the data to help guide some of the work. Ex: Geometry at the elementary level was a gap,
  - MP - at the HS level, looking at the SAT data and cross referencing the items were our students were weaker.
  - SA - HS math CIA was able to then bring these ideas to the teachers and will be running PD on March 28th around this.
- JP - MS and HS science CIAs have brought to the departments and are working on coming up with a plan with their teachers.
- JP - have a chance once a month for HS and MS CIAS to come together.
- LC - As we go through these processes, we are expecting curriculum/competency changes will come through the curriculum and assessment committee.
- SA - intent is to bring this to other content areas as well

Conclusions:	Groups will continue to meet and Mark, Lucy, and Sandy will bring information back as needed.
Action Items	Person Responsible / Deadline



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### TOPIC: Winter I-Ready Results - Informational

Discussion: Sandy

- SA - See winter results in C and A folder
  - Comparison of Fall 2022 and Winter 2023
  - Shows all grade levels using I-Ready
  - Use year-end targets for each assessment.
  - Expectation in fall that students are 1 grade level below. Over time, we want to decrease yellow-red areas and make gains with students.
- KH - have we talked about how this view (one grade-level below) can be viewed by parents? They may see this differently (in a non-educator lens)
  - SA - the reports that go home to parents - says below, approaching, or at. Also the information is sent in a letter to parents and explained there.
  - MS - is this also given at the end of the school year?
    - SA - yes at the end of the year
- SA - this is a benchmark
  - SA - There is an instructional platform as well that our students have access to. Based on diagnostic, I-Ready puts them on a “pathway” to practice the skills that they need to work on alongside classroom instruction.
  - MS - when did this start?
    - SA - piloted winter and spring and then last year K-8 with everyone. Used to use STAR assessments.
- SA - High level look - looks Fall to Winter, multiple different charts and ways to compare data (F to W for same groups, W to W with different groups, W to W with same cohort, etc....)
  - MS - is this broken down by district schools as well?
    - SA - yes - going through the data broken down by schools, grades, etc...
- MS - I am guessing there are some statistical differences between schools. Is this data being used to try to address that?
  - SA - yes, we are trying to address student learning across schools. At this point, it is less about trying to look at specific school and getting that school up and more about how do we address all of the students and their learning.
  - LC - at the elementary curriculum coordinator meeting - looked at slides that are school specific and bringing those slides to the school teams. Going to ask grades to look at their columns and then reflect on last years to this years and look at data about similarities and differences in data. This is separate work than the work at the district level, which we will also be doing at the district level with the admin.
  - MS - The differences between schools and finding trends is not clear cut.
  - LC - not clear cut, but opens us up to discussion about how we can view and use this data.
- SA - we also have at the end of the month PD day is an I-Ready session for teachers to work in team and dig into data, look at resources, and talk about it in teams. Teachers are currently signing up - K-5 will be across schools.



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- AH - will also be able to use to find teaching that is working well - across the district, people can share resources and strategies across schools (was something that was brought up when looking at SAT and SAS data as well).
- SA - schools will be bringing back their findings from their school conversations to the district level teams to have a larger conversation using the data protocols.
- MS - can this data be shared with the school board once we have it for the year?
  - SA - yes - probably will be June, but we can do that.
- MB - How many questions do you think the red section represents?
  - SA - on the district level slides, it will show you the numbers of each and on the school level, it will give you the percentages.
- MS - do you have a feeling about the average color chart for schools across those using I-Ready?
  - SA - it is normed/criterion referenced. It is based on achievement that is national and state standards. There are reports that give percentile ranks that are against nationally. It is not something we are currently looking at since we are looking at our specific state level standards that filter to our competencies.
  - MB - Is there a trend nationally that our school is following and are we lining up (that we have some students that won't get out of the red - is this "normal").
  - LC - we have spent a lot of time with trainers, PD, etc... what we have with teachers is drilled down to individual students to make sure they are growing in achievement and growth.
  - MS - if we use this as a secondary measure that we could use as another data point for the public to go along with some of the other data (like the state data).
  - LC - the state assessment won't necessarily match this data, as they are different tests.
  - MB - is there a way to bring that forward to the public (growth of individual students).
  - SA - there are diagnostic reports as well as growth reports. Teachers are able to see growth and have two targets - typical growth set by I-ready based on where they were placed on the initial I-ready test (this is based on national) and then personalized targets for each student that is based on what they need.
  - LC - all of the elementary school buildings base their goals on student growth. That data will be shared out when the admin come back and share out the success of their goals. We can see if there are additional information that we can give.
  - MB - at the end of the year - if you have a growth target and 95% meet that, what are we doing with the other 5%?
  - LC - having those conversations at our "data day" meetings with teachers for individual students.
  - SG - school board members are welcome to come to our PLCs to see the work that is going into these data conversations.

Conclusions:	Conversations will continue	
Action Items	Person Responsible / Deadline	



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### TOPIC: Music Theory TextBook Review - Action

Discussion: Mark

- Music theory is offered at the HS level - semester long offered through the music dept. Theory I and II
  - Kurt Schweiss has been working with district level curriculum and music teachers about talking about the opportunities that may come up - AP music theory (which requires a specific text)
  - Current text-book is 10 years old
    - Policy is to look at textbooks every 5 years - this book is overdue.
  - Kurt got together with multiple teachers who teach theory and vetted three options
- MP
  - Third book is the one that the teachers want. Aligns with AP if we were to ever go that route (thinking ahead in case we make that decision).
  - Mark asked questions of the music teachers
    - Wanted to ensure that the book choice was aligned with the department, not just with one specific teacher (for everyone that would potentially teach the course).
    - Chance of dual-enrollment? If so, colleges have specific requirements (though currently no dual enrollment).
  - SA - one thing that set this apart from other textbooks - most textbooks look at classical music. This book incorporates contemporary music choices as well.
  - SA - Conversation of making it one year (enroll back to back) - if it became a full year course, is this limiting for students in their schedule? Would need to be flexible if move towards AP.
  - MP - also online access for text
  - SA - class set of book is typically 30 books. Next year, 20 requests for theory 1, 7 for theory II (but this often goes up in the second semester based on first semester).
  - MS - workbook would need to be purchased year after year?
    - SA - yes
  - SA - quotes - we need price for yearly cost of workbooks and online text?
  - MB - where does this come from?
    - SA - first cost is from district budget. Any yearly cost after that, would be on the department.
    - MS - we would want that number to see what the yearly cost would be.
    - SA - they also gave us a one year vs. a six year digital access
  - MP - we did go through the open-book/free books and try to find something.
  - SA - we can bring it back for a further breakdown and more information
- SA - at the district level, we have a total of 10,000 of textbook money in this year's budget. In early May/late April, we need to purchase with this year's money.
- KH - one consideration for the 6 years - the online editions usually update if there is a new edition.
- LC - will that be an issue?
- TG - if there is a sole electronic version with the textbook - is that a better option?

Conclusions: Move forward to the board for a first read.  
Motion: Mark Sherwood



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	Seconded: Michael Boucher 11 in favor; 0 opposed; 0 abstentions	
Action Items	Person Responsible / Deadline	
Bring to the board for a first read, get information from Kurt about pricing questions.		

<b>TOPIC:</b> Other		
Discussion:		
Conclusions:		
Action Items	Person Responsible / Deadline	

Observers	None
Resource Persons	None
Special Notes	Meeting adjourned at 5:12PM