Timberlane Regional School District Minutes

Type of Meeting	Curriculum and Assessment Committee
Date	12-5-23
Facilitator	Sandy Allaire
Attendees	Sandy Allaire, Mark Pederson, Lucy Canotas, Tim Guanci, Jennifer Puchlopek, Kim McCormick, Don Woodworth, Kelley Brooks, Christina Hubley, Sarah Galligher
Agenda	Previously disseminated and posted online.
Notetaker	Tim Guanci

Approval of minutes from 11-7-23
Notes: Meeting called to order at 4:05
Motion to *Approve* by: Sandy Allaire Seconded by: Jen Puchlopek
in favor; opposed; abstentions 9, 0, 2

TOPIC: TRHS Program of Studies – 2nd read	
Discussion:	Go through the projected changes to the Program of Studies so that it can go to the school board for two reads and get to the printer on time

- MP spoke about how he has taken the classes out of the Program of Studies for the classes that will be archived. That would allow us to not advertise that certain classes will be run but bring them back if there is interest or if they could be run during evening division.
- KM asked why we would be archiving classes.
- MP spoke to how sometimes lower numbers of requests, as well as staffing changes could cause the classes to drop in terms of requests. Previously, we had alternated years to build interest or we saw classes that were not running for several years. This would allow us to keep the approved curriculum without having to go through the approval process again.
- KM what if a student didn't know that they could take a class like zoology?
- MP that is what drove a lot of our discussion from the last meeting. It would be like ordering something off of a menu but then being told you can't have that. This method of archiving classes would allow us to bring a class back by tying it to an ELO or Evening Division class.
- DW this is also tied to something that we have seen with student populations decreasing and not being able to offer every class that we have.

- SA spoke to also seeing it tied to scheduling conflicts due to when classes are offered that also can impact student request numbers.
- MP we are cognizant of our decreasing student population and trying to be respectful to taxpayers.
- DW spoke to how we had previously seen course titles changing and making sure that we don't lose certain aspects of classes like classical Shakespeare in certain English classes.
- MP spoke to how this would help teachers tailor certain classes to Project Based Learning or ELO's and tailor an Environmental Science class with a focus on botany or marine biology if that is what students are interested in.
- CH spoke to how her student had been excited to do marine bio but then oceanography wasn't offered in the next term or year.
- SA we are looking for this group to make a recommendation to move the Program of Studies to the Board for the first read. Does anyone have any questions or concerns?
- TG made a motion to move the Program of Studies to the Board for consideration for first read. It was Seconded by KM.

Conclusions:	● TG made a motion to move the Program of Studies to the Board for consideration for first read. It was Seconded by KM

Action Items	Person Responsible / Deadline
Program of Studies will go to the board for first read 11-0-0	SA will follow up during Board prep meeting to move to agenda.

TOPIC: TRMS ELA – updated Essential Questions – 2nd read	
Discussion:	JP introduced the edits being proposed to the ELA Competencies

- JP reviewed the changes that have been proposed to the ELA competencies and units. Jen talked about how she brought the recommendation and concerns about social justice back to the CIA's
- MP talked about how we can ask thought provoking questions and make sure that people understand why it's an essential question. The way it's been set up in curriculum docs helps people understand what essential questions are.
- DW talked about the importance of making sure people know the key takeaways would be from each unit
- SA talked about how the transfer statement isn't something that is really advertised in the curriculum docs.
- MP makes a motion to bring ELA change to the board for approval
- JP says we can just give them the most up to date curriculum doc and replace it with the new updated one.

Conclusions:	• MP makes a motion to bring ELA change to the board for approval • SA seconds motion

Action Items	Person Responsible / Deadline
ELA changes will go to the board or approval 10-0-1	

TOPIC: TRMS Math – 2nd read	

Discussion:	Jen reviews proposed math curriculum document proposed changes

- JP reviews the proposed changes based off of where the topics are covered at each grade. JP wasn't sure if we should remove probability from a lesson because it's a key strand that goes through all classes.
- SA agrees and wants to make sure that no standards are being removed
- LC suggests that it makes sense to not change the title but remove the unused competency.
- MP shows how the strands evolve and move from grade to grade.
- SA wanted to make sure that we weren't removing a competency that was related to certain standards or skills.
- KM does it make sense to then start with statistics and then introduce probability?
- DW talked about how you can make links between probability and statics.
- SA then we go back to leave the title and just remove the competency?
- JP agreed and said that was the will of the group, but suggested we should leave the title to keep the consistency.

- JP reviews second proposed math competency change.

- JP reviews third math competency change to eliminate the graphing competency from Algebra I, Algebra II, PreCalc., Probability and Trigonometry. JP talked about how the teachers wanted to make sure that they weren't losing any aspect of the competency that was needed which would move it to another competency. This was for a first read.
- SA we will bring that back for next month for a second read.

Conclusions:	MP makes motion to remove the probability competency from the statics and probability unit in 8th grade Math TG seconded Motion Motion approved 10-0-1 MP makes a motion to remove rational numbers competency to a variety of MS math courses CH seconds motion Motion passed 10-0-1

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Action Items	Person Responsible / Deadline
Approved motion will go to Board for 1st read	

TOPIC: I-Ready Fall Benchmark Results K-8	
Discussion:	SA spoke to the importance of giving staff access to iReady benchmarking data to allow students to be grouped for intervention and enrichment.

- SA speaks to the importance of the data that is generated through the iReady Benchmarking data. We need to make sure that we can communicate the importance of the data and address how it is used as an instructional resource.
- SA when looking at the benchmarking data, students may be at grade level on certain standards but below in others. The data also allows us to drill down further into sub skill groups.
- SA during training, iReady recommended that students work 45 mins in each subject to get the most growth possible through working through their own pathway.
- SA there have been questions raised about students "testing out" of iReady. Sometimes students test above grade level. Students may "test out" of skills connected to Phonics and Phonemic Awareness that only span through grade 3. Otherwise, students do not test out of iReady.
- SA also spoke to the new and revised resources that are housed in the teacher toolbox section.
- KM spoke to her students' experience using iReady and about how it's been assigned in a manner to address areas where the student might be struggling to help generate growth.
- SA led a discussion about the use of iReady across the district and the data being generated from the benchmarking.
- SA shared the Fall benchmarking data reports and spoke about how there have been meetings at each school in the district to review the data sets that have been generated.
- SA talked about the five levels connected to the iReady benchmarking system and how that date should be interpreted at the start of the school year. For example, a student who just completed 7th grade math might be placed one grade level below at the start of 8th grade, but this implies that the student is "ready to learn" new grade level skills and that they are on track at the start of a new school year.
- SA reviewed the data sets that track three years of fall benchmarks comparing how students did from year to year at the start of each grade level. The data was reviewed by year and by cohort group. We are finalizing comparative data sets that look at the Spring vs Fall benchmarks for the same groups of students.
- LC mentioned that this would be a good opportunity for Juile Fitzpatrick, our iReady consultant, to be able to help look at the data tracking changes from Spring benchmarks to Fall benchmarks for a group of students.
- SA spoke of the growth reports that we can generate each Spring, that show where students started in the fall and where they ended in the spring.
- KM asked if teachers or paras have had training in iReady.

- LC spoke about how teachers have access to the teacher toolbox to print lessons that paras can use with students without having to have access to iReady data.
- KM asked what concerns teachers might have about using iReady.
- LC if you see elementary students on iReady at home it's most likely because they chose to do it.
- SA walks the team through how the teacher toolbox organizes units and lessons as well as what resources are available for teachers to utilize with their students. Lessons are differentiated so that they differ for students that are below, at grade level or above grade level.
- KM spoke about her own experience with iReady and how it helped her student.
- SG brought up the point that all districts need some type of assessment tool to provide data for intervention or enrichment. Such a tool is an important component of a balanced assessment system.

Conclusions:	
Action Items	Person Responsible / Deadline

TOPIC: Other	
Discussion:	
Conclusions:	
Action Items	Person Responsible / Deadline

Observers	
Resource Persons	
Special Notes	Meeting adjourned at 5:35.