

Meeting Minutes #2: Curriculum/ Special Education/ Technology Committee

October 6th virtual – 5:30 - 7:00

Attendance:

Crystal Hopkins
Melanie Deysher
Allison Silverstein
Kathryn Weller-Demming
Dr. Morgan
Director Goforth
Director Vargas
Dr. Mc Laughlin
Ms. Chang
Mr. Scarpello

Agenda:

- **Welcome/ Tone Setting for flow of meeting**
- **Acadience Reading**
 - **ECI Goal is to follow the law set forth as well as increase student achievement by providing students with programming that includes intervention and enrichment support.**
 - **Multi- Tier System of Supports**
 - **We have approx 70% of students receiving in class universal support with core instruction and differentiation with in the classroom.**
 - **Tier 2 (Targeted enrichment/remedial intervention & supports) 12-20% benefit from targeted small group intervention**
 - **Tier 3 (Intensive enrichments/remedial intervention & supports) 1- 5% benefit from intensive intervention services**
 - **1-5 % would benefit from Gifter Services (Cluster Classroom and investigation**
 - **21-22**
 - **Framework for a multi-tiered approach to support learning and behavioral needs.**
 - **Presentation was made to staff for implementation**
 - **Tier 2 & Tier 3 intervention support was implemented using a calendar that all the schools in the district followed as well same criteria to determine a student needed support as well as the same progress monitoring.**
 - **Acadiene was a key measure for ELA. Then used data to support student intervention within school and also to support summer school .**

- **22-23**
 - This school year we will continue to follow the framework presented in the previous year. We will update the calendar and focus on our measures around what criteria and what supports our students need.
 - Now that the teachers have been trained we will continue to use Acadience for Tier 2 & Tier 3 ELA progress monitoring every 3wks
 - Scheduled dedicated intervention time for students as well as review and analyze information/data and discuss RTI updates during PLC times.
 - Professional development will continue to occur on how to use Acadience data.
 - Master spreadsheet of data collection has been created to hold information as students progress through the tier system since we have learned that Genesis doesn't archive information and once a flag is removed it's gone. This will allow us to measure growth.

- **Acadience Measure as one of ELA intervention Criteria**
 - School year 21-22 at the middle of the year we were able to report that each grade between K- 6th grade 70% were at or above benchmark reading skills. By the end of the year 73 % of 1st - 6th grade were at or above benchmark. 1st grade had the most growth by the end of that school year.
 - At the beginning of 22-23 school year those then 1st graders now 2nd graders continue to grow with 81% of those students at or above level.
 - Kindergarten unfortunately saw a decline during school year 21-22 ending the school year at 67% of students at or above benchmark reading skills and those now (SY 22-23) 1st graders unfortunately are continuing to decline with only 56% on or above benchmark foundation reading skills. The measures for this grade level changed as the year progressed which is where such leaps in data appear. But allow us to see what skills require more attention.
 - 5th Grade students during 21-22 remained in 70% throughout the year of students at or above benchmark reading skills; those now 6th grade students (SY 22-23) 92% of these students are at or above benchmark foundation reading skills.

- **ELA Response to data**
 - All curriculum support teachers have been trained in IMSE OG multisensory instruction and will be using that with tier 3 intervention support.
 - All K-2 teachers will receive training in reading in science of reading September 2nd part 1 and part 2 October 10th followed by training in November and remaining to occur in 2023.
 - Based on our findings from school year 21-22 support, how will we support incoming Kindergarten students to not experience the same decline and support now 1st graders who had significant areas of need of growth. We recognize that the foundations strategy that we use is missing Phonemic Awareness therefore introducing Haggerty as a potential supplement.
 - Using data to build targeted goals for students in both tier 2 & tier 3 intervention
 - ELA Curriculum Committee: Curriculum Review aligned w/Science of Reading lead by Director Vargas
 - Piloted Programs within the district at Nishuane, Hillside, Braford and Edgemont
 - Amplified CKLA: core knowledge language arts
 - Great Minds win and wisdom
- **Data release**
 - Parents will receive Acadeince data after Parents receive review/explanation.
 - Parents of students that are identified will receive data breakdown.
- **Parent Committee position**
 - This person will coordinate parent meetings that support parent engagement events. Funded by title 1 funds.
- **Gifted & Talented Enrichment piece**
 - School year 21-22 we revamped both our identification and program supports for students with a comprehensive plan with a new way for referral and comprehensive plan.
 - Referrals: 665 were referred by Parent/Guardian/teacher. Of that number 193 referred by parent/guardian only with 240 by assessment of either the Cogat or Renaissance learning only.
 - Measures: We administered the CogAT to 4000 students and 900 to teacher learning behavior scales.

- Professional development was done in support of the new plan as well as how to characterize gifted students, learning behavior scales, for student support committees, teachers of the cluster classroom as well as those that will be leading the small group investigation.
 - We have 4.9 % of K-8 students identified 162 students and then 10 were identified through appeals
 - This will be a 2-3 year implementation process using this year's information as an opportunity to revise and enhance the identification process with feedback from all stakeholders so that we have an equitable access to opportunity.
- **Discussion with Dr. Scarpello Supervisor of PE & Health**
 - In April Dept of Ed notified districts
 - that by the end of 2nd grade students should be learning about individuals of different orientations be it transgender or those who identify neither male or female. Specifically being accepting and not using stereotypes.
 - By 5th grade the expectation is to be introduced to masturbation.
 - Dr. Scarpello will be visiting with the 46 staff members within our district to build a strategy for comprehensive learning based on what we believe will best fit our students.
 - Dr. Ponds will be presented with the curriculum that best fits and then seek approval from the board.
 - K-5 students currently share health & Gym with both middle school and high school having dedicated health course.
 - K-5 will be where the most significant changes will occur.
 - Oct 20th Tentative meeting with K-5 PE/Health teachers to discuss
 - More consistent health curriculum and more frequent meeting times
 - November 17th Tentative meeting with 3 middle teachers to discuss
 - Updates to curriculum that by the end of 8th introduction to sex
 - The opt out option isn't only based around Genesis but can be shared with your school leadership on a lesson by lesson basis.
- **Math Curriculum Update**
 - New material aligns with overall curriculum goal for accelerated 7th Grade
 - Reveal Math comes with a lot of material and will continue to move us in the direction the district aspires to.
 - Frasier's Math Solutions; building and creating best practices to engage learners.

- Middle School math teachers are working to strengthen our middle school math program.
- Forming a committee to look at Tier 3 intervention for Math specifically at the elementary level.

- **STEM**
 - **STREAM “R” (Robotics) coding, computer science etc.**
 - **Revision and update to STEAM within the district**

- **Professional development**

Creating an attendance policy that ensures adequate representation during professional development occurs.

- **Professional Development**
 - **Science of Reading**
 - **Math Training Grades 3-5 & Middle school**
 - **NJPAC VPA Staff**
 - **Sheltered English instruction**
 - **USA Games**
 - **HIB Training for ABS**
 - **Professional learning Communities implementation for Principals**
 - **OG intensive training**