

REGIONAL SCHOOL UNIT NO. 13  
SCHOOL BOARD  
CURRICULUM COMMITTEE MEETING MINUTES  
May 19, 2011

Committee Members Present : S. Carleton, L. Andrews, G. Emery  
Other Board Members Present : none  
Staff Members Present : N. Guyer  
Others Present : C. Kesselheim  
Location : Superintendent's Office – McLain Building

I. Call to order:

*This meeting was called to order by Sally Carleton, Curriculum Committee Chair, at 5:35 PM.*

II. Overview of Mathematics audit process:

*Craig Kesselheim, Consultant with Great Schools Partnership, joined this meeting in a co-presentation with Neal Guyer to review the progress of the RSU 13 Mathematics Audit process. Committee members were reminded that this process has been structure to take a deeper look at mathematics teaching and learning, and to gather as much factual information as possible so that premier audit findings can be confirmed. Following the identification of these core findings, administrative and faculty deliberations will then focus on the implications of these findings – leading to recommendations and action planning as necessary. While the scope of the audit is K-12, a greater emphasis is being placed upon the study of mid-level and high school elements of mathematics programming. The methodology utilized within this audit to date was reviewed and explained inclusive of:*

- *Achievement data analysis (historical trends, by school, by grade, by specific grade cohorts over time as data sources allow, and by comparison to other districts with comparable demographics utilizing comparable programming).*
- *Mining data through individual student histories/transcript analysis for correlations and predictors related to higher and lower outcomes via standardized assessments and other measures of achievement.*
- *Collecting and analyzing faculty, student, and administrative interview data to highlight prevailing perceptions and document concerns.*
- *Structured teacher surveys aimed at collecting information relative to program fidelity, perceived program effectiveness, the adequateness and quality of instructional tools, the adequacy of professional development, and strategies in place for utilizing assessment data to plan instruction and interventions for struggling learners - as well as other supports available to faculty in supporting teaching and learning for all students.*

*A sampling of preliminary findings were shared with committee members - these will continue to be developed as additional information is gathered and analyzed. An administrative workshop is also planned for the morning of June 1<sup>st</sup> to provide an audit progress report. It is expected that as a result of this work session additional aspects of audit study may be identified. Once the full scope of the over-all audit endeavor is known, a timeline for review and action planning will be established in consultation with the RSU 13 Administrative Team. The Curriculum Committee will continue to receive periodic updates as this process continues to move forward.*

III. Status report regarding GVHS Eligibility for School Improvement Grant funding via 'low achievement' status designation by the Maine Dept. of Education (DOE):

*N. Guyer reported on a meeting held with Maine Dept. of Education representatives on May 5<sup>th</sup>. An extensive review and discussion involving principals Schooley and Forti, Superintendent Lucarelli, and Neal Guyer concluded with the decision not to pursue NCLB/School Improvement Grant funding related to the 'low performance' status of Georges Valley High School. The fact that an improvement plan has already been established and put in place, the lack of clarity concerning whether or not an application would be allowed to proceed within the new parameters of Oceanside High School, and the unlikelihood of receiving even minimal funding – were all significant factors in this decision making process.*

IV. Report on RSU 13 participation in the Center for Education Policy , Applied Research, & Evaluation (CEPARE) Study – *Enhancing Data Usage in a Rural Maine District: Tracking What Matters at the School and Systems Levels.*

*N. Guyer reported that RSU 13 has been invited to participate in this study sponsored through the University of Southern Maine and will serve as a 'case study' within the context of the study. Researchers from USM will periodically visit RSU 13 throughout the 2011/2012 school year to sample and chronicle methods for data use that are deemed to be significant or noteworthy, both as successful innovations or ineffective trial strategies. This study particularly seeks to investigate consolidated and/or merging districts, with limited technology resources - to see how effective data use strategies evolve and are implemented. RSU 13 will benefit from the reflective feedback received within this process as well as by access to information shared with other districts involved in this study.*

V. General Updates & Contemplated Curriculum/Program Initiatives – Summer 2011:

RSU 13 Writing Assessment:

*N. Guyer noted that all writing assessments were completed by April 29<sup>th</sup>, and that district-wide scoring for grades K-11 occurred on May 13<sup>th</sup>. It is intended that writing assessment results will be available for sharing with the Curriculum Committee at the June meeting*

Mathematics & English/Language Arts Learning Targets:

*Throughout this year work has been progressing on a concise set of learning expectations for grades K-4 in the area of mathematics. The purpose of this work has been to study and incorporate the latest developments in mathematics standards and create a more unified curriculum across the RSU. The new Common Core Standards recently adopted in Maine, and the National Council for Teachers of Mathematics (NCTM) Curriculum Focal Points, have been essential sources in guiding this project. A first draft of the RSU 13 K-4 Learning Targets has been completed. The next steps will be to involve a broader range of faculty members in reviewing and editing this first draft, organizing learning targets by trimester, and assessing whether or not the instructional tools that we currently have will continue to effectively support teaching and learning. Summer work sessions will be organized around these tasks and a parallel effort for grades 5-7 in mathematics will begin during the second week of June.*

*A drafting process very similar to the one used for mathematics will also begin for K-4 & 5-7 language arts. This work will also begin in June with faculty representatives from each school joining unified project teams that will meet throughout the summer.*

Writing Assessment Revisions:

*As the RSU concludes its second year of conducting a district-wide writing assessment, it's also time to take stock and assess where things are going well and where improvements are needed. Based upon faculty feedback and student surveys that were conducted this spring, a working group of faculty members have been recruited to upgrade assessment rubrics for each grade level, determine assessment prompts that will be utilized in 2011/2012, and make recommendations on any procedural or process changes. The administrative team will review any recommendations for changes in late summer so that they can be considered prior to the beginning of the school year.*

Curriculum Mapping :

*Throughout the current school year the RSU 13 principals have been guiding an effort to create a unified curriculum map for art, music, and physical education. Much like our learning targets work in mathematics and language arts, this effort has been aimed at standardizing what is taught within these areas – focusing on the developmental skills to be learned at each grade level and organizing them by trimester. The first phase of this work is nearing completion and the next steps will be for our allied arts teams to begin coordinating assessment and grading practices so that they are consistent throughout the RSU. With the recent decision to unify our K-7 World Language Program targeting French as the language of instruction, this curriculum mapping project will be expanded to include this area as well.*

Oceanside High School:

*The efforts associated with having Oceanside High School up and running by September 2011 will undoubtedly make grades 8-12 one of the busiest areas of development this coming summer. While much has been accomplished continuing initiatives are targeting leadership team development and training, grade level team training, structuring intervention approaches that will be piloted in 2011/2012, creating a 8-12 student writing guide, and extensive curriculum and syllabi planning incorporating emerging Common Core and NEASC accreditation standards.*

VI. Other/Adjourn:

*The Curriculum Committee confirmed its next meeting for Thursday, June 23, 2011, 5:30 PM, McLain Building.*

*This meeting was adjourned by Sally Carlton at 7:20 PM.*