

REGIONAL SCHOOL UNIT NO. 13
SCHOOL BOARD
CURRICULUM COMMITTEE MEETING MINUTES
November 18, 2010

Committee Members Present	:	S. Carleton, L. Andrews, G. Emery, J. Doubleday,
Other Board Members Present	:	R.A. Hohfeld
Staff Members Present	:	N. Guyer, T. Martin, T. Wright
Others Present	:	RSU 13 Parent
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. Profile of school-based interventions being utilized to support students who are struggling to meet standards – T. Martin:

Neal Guyer reminded members that a regular feature of Curriculum Committee meetings this year will be to invite principals to profile interventions that are being employed to support students who are not meeting learning standards. Interventions that will be presented will highlight work being pursued within the Response to Intervention (RTI) initiative and other more general endeavors that are being pursued to improve student learning outcomes.

Principal Martin reviewed the primer interventions that are being utilized for students at the South School this year as components of the schools continuing work with the University of Maine Literacy Partnership. These included one/one Reading Recovery instruction being utilized with the lowest performing 1st grade students, specialized small group literacy instruction for identified students at the K level, and guided reading groups K-4 to insure that students are receiving targeted instruction at their current reading levels. Principal Martin also emphasized the importance that structured 'writing workshops' play in supporting and strengthening literacy skills. Weekly progress monitoring utilizing a variety of assessments is a prominent feature of the Literacy Partnership model and an example of a 'data wall' was shared demonstrating how students are monitored and grouped for specialized instruction as they move through the process of 'approaching,' 'meeting,' and eventually 'exceeding' standards.

A sample report card was distributed and explained that builds upon the shift to more narrative reporting that was piloted in 2009-2010 at the McDougal School. With the move to the South School this year, the report card format has been expanded to include grades 2-4.

The South School will be hosting a professional visitation day for literacy coaches in training on December 8th, beginning at 8:30 AM. Best practices for literacy instruction will be showcased in a variety of setting within the school as visitors move through demonstration stations. Principal Martin noted that any interested school board members are also invited to participate in this series of demonstrations and reviews.

III. Updates on programming for mid-level alternative education, and gifted/talented students – T. Wright:

Tom Wright provided an overview of the changes that have occurred this year as a result of merging the mid-level alternative education programs within the RSU. He noted that by the middle of this school year enrollment in the now consolidated program at the St. George School will have reached its maximum of 16 students. The program is being served by one teacher and

two educational technician positions – continuing in close collaboration with the Herring Gut Learning Center. It was reported that staff and students alike have made this transition much more easily than anticipated, and that with few exceptions students are progressing very well in their learning. Another highlighted feature of this year's activities includes an on-going program evaluation that seeks to quantify a variety of elements related to program effectiveness inclusive of academic performance data, student self-reporting of social/emotional factors, attendance & discipline trends, and classroom observations to measure student engagement and levels of cognitive demands. It is expected that this evaluative data will be instrumental for continued program development and in sustaining support for programming within this unique setting. Looking ahead to 2011-2012, it is anticipated that the program will be based within the Thomaston Campus of Oceanside High School and will continue its close affiliation with the Herring Gut Learning Center in Port Clyde.

Tom Wright also updated committee members on program developments for GT students noting that the identification process has now been standardized across the RSU emphasizing the identification of students in mid-level grades. Students are then provided services and supports via personalized learning plans based upon their highlighted learning needs, interest, and motivational level. These plans are a result of close and continuing student/teacher collaboration, and are also designed to improve students' self-awareness of their capabilities and increase their sense of self-efficacy in taking more responsibility for their learning. The GT program at this level is currently serving students in grades 5 - 8 with 36 students currently involved with on-going learning plans.

By mid-year of this school year it is also expected that GT Mentors will be identified for each existing high school. These mentors will work individually with GT students to creatively match them with learning opportunities (typically credit earning) that will enhance their program of studies. These opportunities are intended to include regular and advanced course offerings within the RSU and MCST, early college courses available locally or on-line, internships, and any other appropriate learning situations that will support the GT learning needs of high school level students.

IV. Review of on-going curriculum initiatives - N. Guyer:

Neal Guyer briefly reviewed the following on-going curriculum initiatives:

Allied Arts Audit:

- We have collected curriculum maps & additional information from K-8 Art, Classroom Music, and Physical Education faculty highlighting:
 - Curriculum Content & Targeted Skills
 - Grading Rationale & Practices
 - The Degree of Integration With Classroom Instruction
 - Comparisons of Instructional Minutes Per Week
- Next steps will include analysis and recommendations for continuing work needed to unify programs and practice:

Writing Assessment & NWEA Reporting:

- All K-8 writing assessment data has been submitted. Grades 9 -11 data will be received by 11/22/10. A district-wide report will be formulated and posted on the website in advance of the Dec. holidays, and every effort will be made to have this available for review at the 12/16 Curriculum Committee meeting.
- All grade 2-10 NWEA (MAP) testing in reading and math is now completed. Grades 2-8 tested in late Sept. & 9-10 tested late Oct. through early Nov. Data for each school will be compiled and reported in the Progress Monitoring Study. Report revisions for this year will include:

- Reading data will also be reported for grade one using standardized assessments
- Data will be provided throughout the year on the numbers of students at each grade level who are receiving, or are exiting RTI Level I interventions.
- It is intended to have this report available for committee review at the January meeting.

World Language Review:

- Joint meeting of all RSU 13 world language teachers occurred on Nov. 16th, and a second work session is planned for Dec. 7th. This initial meeting involved a comprehensive review of curriculum, planning for the transition into the 8-12 program of studies, and implications for the mid-level program at RDMS. Three central goals were agreed upon:
 - All students will arrive at grade 8 prepared to enter either a level one or level two world language course.
 - All students graduating from Oceanside HS will be prepared for a college level world language course of study.
 - Oceanside HS will offer level five, level six, or AP French/Spanish – inclusive of a unique set of electives within the 8-12 program of studies (POS).
- Future meetings will focus on continuing POS work, recommendations for expanding 'east side' programming, redefining the RDMS world language program, and the applications for technology in 8-12 program planning.

Proposed Independent Audit of K-12 Mathematics:

Options are currently being investigated for initiating an independent audit of mathematics programming. The most promising option presently is via Great Schools Project (GSP), and a final planning consult with them is planned for Dec. 13th. If pursued, this will be arranged within a contract for services funded from the RSU 13 Title IIA NCLB Grant. The intent is to secure technical assistance in designing and completing a study by the spring of 2011.

The objective is to identify factual sets of instructional and performance factors that are non-debatable – leading to inferences for needed professional development and program changes. The study results will be directed to the RSU 13 administrative team for review and the formulation of specific recommendations which will then be brought before the Curriculum Committee.

Formulation of K-8 Trimester Benchmarks for Literacy & Mathematics:

- This project has not been started – anticipated start-up in January.

V. Other/Adjourn:

The Curriculum Committee confirmed its next meeting for Thursday, December 16th, 5:30 PM, McLain Building.

This meeting was adjourned by Sally Carleton at 7:35 PM.