

**ENFIELD BOARD OF EDUCATION
CURRICULUM COMMITTEE MINUTES
JANUARY 25, 2024**

The January 25, 2024, Curriculum Committee meeting was called to order by Mrs. Acree at 5:00 PM.

Present: Jean Acree, Peter Jonaitis & Amanda Pickett
Absent: Janet Cushman
Also Present: Chairwoman Charlotte Riley, Amy Jensen, Deborah Gaskell, Adrienne Snow, Jason LaMesa & Michelle Middleton
Audience: Tammy Girard

Program of Studies Changes:

a) ALP Changes

Mrs. Jensen presented an adjustment to a special education intervention being made for students in the Adaptive Learning Program (ALP) at EHS so they can receive World Language. Mrs. Jensen is creating an exploratory Spanish curriculum for these students to receive World Language instruction and credit. This curriculum will be taught by the ALP teacher and will be interactive focusing on level 1 of World Language acquisition. Level 1 instruction focuses on teaching chunks of language, such as greetings. This curriculum will be developed so that it is accessible for the students and delivered in a way that is appropriate.

A committee member asked where Mrs. Jensen wanted these students to get with this instruction. She responded that a level of novice-mid would be the goal. This would entail students recognizing and responding to chunks of language. This curriculum will only be available to students in ALP.

b) Modified Classes and Tiered Interventions

Ms. Middleton began by explaining that she believed that the shift away from modified classes began with the introduction of the Scientific Research Based Interventions (SRBI) framework and continued with the adoption of Every Student Succeeds Act (ESSA), which raised accountability for students to score at or above grade level on state-mandated assessments. ESSA also required districts to adopt more rigorous standards, which led to the adoption of the Connecticut Core Standards and Next Generation Science Standards. The focus is now on all students having access to grade level content, while also receiving support and interventions (Tier 2 and Tier 3), if necessary.

Mrs. Gaskell and Ms. Snow explained the different strategies that we have in our Tier 1 (grade-level, for all students) instruction for reading and English in K-12. This includes a mini-lesson to introduce a new skill and time for students to practice, differentiated resources and strategies, and small group work. They then explained the assessments and data used to place students into either Tier 2 or Tier 3 intervention. Tier 2 intervention is delivered by classroom teachers and consists of small group instruction focused on strengthening specific skills those with which those students are struggling. Tier 3 is taught by Language Arts Consultants at the K-5 level and reading teachers at the 6-12 level, all of whom have advanced reading degrees. These sections are small and involve more intensive work on foundational skills and areas of weakness. Progress monitoring is done in both Tier 2 and Tier 3.

A committee member said this is different than the modified classes he was referencing. He explained the structure of the class and explained it was done in social studies. A smaller group

of students was taught grade level content, but used a resource that was accessible to the group. Students were only grouped together this way for the social studies class, not other content areas. According to the committee member, students were extremely engaged in this class and made great progress.

Mr. LaMesa explained the different strategies used in our Tier 1, Tier 2, and Tier 3 classes for mathematics K-12. He began by discussing the use of prerequisite skills in all tiers to strategically pinpoint the skills necessary to prepare students for accessing upcoming content. At the K-8 levels, he also talked about iReady personalized instruction and Xtra math, both resources that support student learning. Instructional strategies being used in the Tier 1 classroom at the 6-12 level include some outlined in Peter Liljedahl's book, *Building Thinking Classrooms in Mathematics Grades K-12*. At the K-8 levels, students are placed into Tier 2 and Tier 3 based in part on their performance on the iReady diagnostic assessment, as well as classroom performance and teacher recommendation. These groups are small and are focused on prerequisite skills. Tier 2 is taught by the classroom teacher and Tier 3 is taught by Math Consultants at the K-5 level and a math interventionist at the 6-8 level. Tier 3 Math at the high school level needs to be further developed.

A committee member asked if Algebra I in Grade 8 is a full Algebra I course. It was explained that it is a little more because it finishes parts of the Grade 8 standards not covered in Honors Grade 7 math, as well as a full Algebra I course.

A committee member asked if we still teach Math and Daily Living. That course is no longer taught.

c) Personal Financial Management and Financial Literacy

This item was addressed during the January 23, 2024 Board meeting, so we did not need to discuss it. We will look for any changes in legislation that may come from the State and will discuss it at that time.

Items from the Table:

Mrs. Acree asked about teaching cursive writing. Ms. Middleton will look into it.

Mrs. Pickett asked for and was provided an update on the progress about a new elementary reading program.

The next curriculum meeting is scheduled for Thursday, February 15, 2024 at 5:00 PM.

Adjournment:

The meeting adjourned at 7 PM.

Respectfully submitted,

Michelle Middleton
Chief Academic Officer