

Curriculum Subcommittee Meeting
Wednesday, November 6, 2024, 5:30 PM
Central Office

I. Public Comment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

II. Approve Minutes from the September 4, 2024 Curriculum Subcommittee Meeting

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

III. Policies:

{{Goal-}}

{{Attachment:}}

Rationale:

- Draft Policy 3160 - Budget Expense Reports and Line Item Transfers
- Policy Update

{{RecommendedMotion}}

IV. New Text

{{Goal-}}

{{Attachment:}}

Rationale:

- Reporters Francophones Series, Levels 1-4

{{RecommendedMotion}}

V. Grade 9-10 English Language Arts Curriculum Revision

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VI. Course Revisions:

{{Goal-}}

{{Attachment:}}

Rationale:

- English 9 (Previously Pre-AP English)
- Capstone (Change in credit, level, alignment to standards)

{{RecommendedMotion}}

VII. Assistant Superintendent's Monthly Report

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VIII. Other

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

Curriculum Subcommittee Meeting, September 4, 2024 Central Services

Present:

Liz Barlow	Jennifer Parsons
Monica Logan	Cheri Burke
David Peling	
Karen Richmond-Godard	

Meeting commenced at 5:34 pm and adjourned at 6:52 pm.

- 1. Public Comment:** There was no public comment this evening.
- 2. Approve Minutes from the June 5, 2024 Curriculum Subcommittee Meeting:** A motion was made by Karen Richmond-Godard and seconded by Liz Barlow to approve the minutes from the June 5, 2024 Curriculum Subcommittee Meeting once the error of the spelling of Liz Barlow's name from "Bombard" to "Barlow".
- 3. Assistant Superintendent's Monthly Report:** A new format was presented which was more succinct, easier to read, and contained brief descriptions about 6 different areas.

4. Policies:

New Policy 3171.1 - Non-Lapsing Education Fund Policy: Nickie Stevenson, Director of Finance & Operations shared information about new legislation regarding a new policy Non-Lapsing Education Fund/Policy. While this is a new idea for Granby, it is not for other Connecticut districts. There are 60 other districts where this non-lapsing education fund is in place. The policy provides flexibility to the BOE when unexpected expenses related to education arise, without having to go to the town with an appropriation. This policy is going forward to the BOE meeting for a first read tonight.

Revised Policy 3541 - Transportation: This policy is being revised to remove half-day kindergarten language and is going forward to the BOE meeting for a first reading on 9/18/24.

Revised Policy 6146 - Graduation Requirements: This policy is being revised due to a change in special education law that a child be educated through their 22nd birthday. This policy is going forward to the BOE meeting for a first reading on 9/18/24.

- 5. Summative Assessment Data:** This will be presented at the next BOE meeting on 9/18/24. Jennifer Parsons presented a preview of the data. Jennifer Parsons and Cheri Burke will meet with principals in the coming month to look more deeply at the data.
- 6. Scheduling Committee Update:** Hired a consultant (New Solutions) and the work started in the summer. They met with all of the leadership team and are starting to identify teams and patterns. There are representatives by staff in Grades 6-12 and there will be focus groups composed of staff and students to examine the themes identified by the consultants. The goal is to have the work wrapped up in the next 2 months so the district can plan accordingly for the next budget.

A motion was put forth to adjourn. A motion was made by David Peling and seconded by Liz Barlow. The meeting adjourned at 6:52 pm.

Business

Budget Expense Reports and Line Item Transfers

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent and/or his/her designee shall maintain a system of appropriate expenditure and encumbrance accounting that is organized to conform with the requirements for State and Federal Accounting Reports. A quarterly budget expense report shall be prepared identifying the appropriated budget amount, adjusted budget amount, expenditure to date, encumbrance to date and the uncommitted (i.e., available) balance for each major budget category, including any general comments indicating current budget status and/or reasons for substantial differences.

Such budget reports shall be provided to the Board of Education at the regularly scheduled meeting in the month following the period for which such report is prepared, in accordance with the following schedule:

Period Covered	Submitted
July, August, September	October
October, November, December	January
January, February, March	April
April, May	June

For purposes of this policy, a “line item” (i.e., itemized estimate) shall be defined in at least the following broad budgetary categories; salaries, benefits, utilities, supplies and grounds maintenance which may be further divided into one or more categories as set forth in the annual budget estimate submitted to the Town. Throughout the course of the year, adjustments in the subcategories of expenditure within such line items in the budget may be made by the Superintendent and/or his/her designee based on expenditures and budget projections. As necessary during the year, the Superintendent shall recommend to the Board of Education transfers from one line item to another as needed and evidenced by the adjusted budget amount in the above quarterly reports or otherwise. Funds shall be transferred so as to eliminate any projected deficit in any line item. Subject to the procedures set forth in Connecticut General Statutes Section 10-222, the Superintendent may make transfers between line items to make expenditures of an emergency nature, and to complete the payment of goods and/or services contracted during the fiscal year, yet not consumed or completed during the current fiscal year. As necessary throughout the year, at the recommendation of the Superintendent, the Board shall transfer funds from one line item to another to avoid deficits in any line item.

In accordance with law, unexpended balances in budget accounts shall revert to the Town General Fund at the close of the fiscal year once the above line item transfers have been satisfied and after the Board of Education has approved deposit of unexpended funds into the non-lapsing account, established in accordance with Board of Education Policy 3171 and Connecticut General Statutes Section 10-248a.

**Policy
3160(b)**

Business

Budget Expense Reports and Line Item Transfers

The Board of Education shall not expend more than the amount of the appropriation and the amount of funds received from other sources for school purposes. If any occasion arises whereby additional funds are needed by the Board of Education, the Chairperson of the Board shall notify the Board of Finance and submit a request for such necessary additional funds.

Legal References: Connecticut General Statutes

10-222 Appropriations and budget

10-248a Unexpended education funds accounts (as amended by PA 24-45 Section 7)

**This policy combines previous Policy 3160 and Policy 3430. Policy 3430 has been rescinded.*

Policy Adopted:

**GRANBY PUBLIC SCHOOLS
Granby, CT**

ELA Curriculum Presentation



November 6, 2024

Review of Curriculum Revisions

- English 9
- English 10A & 10H
- Film as Text
- Journalism
- Revision of existing courses
- Stronger alignment to CCSS
- Stronger alignment to the Vision of the Graduate (VOG)
- Establishment of assured experiences

Our Process

Full department discussions focusing on

- Pedagogical values
- Vision of a four-year English Language Arts experience
- Unpacking the standards
- Reviewing the Vision of the Graduate
- Thematic discussion

Team time to develop 1D and 2D maps / reviewed by Department Chair and Assistant Superintendent

Presentation and adoption by department

Summer curriculum work to develop 3D maps / reviewed by Department Chair and Assistant Superintendent

Two-Dimensional Maps

Name of Unit	Standards	Essential Questions	Assessment(s)
<p>1. Short Story (4 weeks)</p> <p>Texts include:</p> <p>"There Will Come Soft Rains" / "The Veldt" by Ray Bradbury</p> <p>"The Path Through The Cemetery" by Leonard Q. Ross</p> <p>"Strawberry Spring" by Stephen King</p> <p>"Eraser Tattoo" by Jason Reynolds</p> <p>"Alumni Interview" by David Levithan</p> <p>Summative Assessment Texts:</p> <p>"Entropy" by Andrea Rinard and</p> <p>"Girl" by Jamaica Kincaid</p>	<p>RL9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>Why do people write?</p> <p>Why do people read?</p> <p>Why is it important to notice what we read?</p> <p>Why is it important to ask questions about what we notice?</p> <p>What strategies help me to make <u>meaning</u> of what I read?</p>	<p>Summative Assessment – Students will read and annotate a new short story. They will then respond to a series of 4-5 questions focusing on the key elements: summarization, character development, conflict, and theme; responses will include cited evidence.</p> <p>Formative assessments will include:</p> <ul style="list-style-type: none">● Informative paragraph about self● Summary paragraphs after each story (exit ticket)● Journal entry after each story to use the writing process to understand what they read.<ul style="list-style-type: none">○ Text to self connection○ Text to text connection○ Text to world connection

How are resources selected?

All resources are reviewed to ensure they are grade and age appropriate in regard to access and content using professional resources.

Whole Class Resources:

- are reviewed in the textbook approval or curriculum writing process
- reflect the needs and interests of all learners

Examples: journalism and film textbooks, full class novels

Choice Based Resources:

- offer selection and choice in relation to the curriculum
- reflect multiple topics aligned to the curriculum unit

Examples: English 9 book club choices or English 9 research project

Independent Resources:

- allow students choice and selection of materials that most interest them
- reflect students' individual areas of interest

Examples: independent reading, independent projects

Three-dimensional Maps

English 9/2D Curriculum Map

Unit 1: Short Story

Duration: 4 weeks (September)

Draft Date: May 20, 2024

Implementation Date: September 2024

Stage 1: Desired Results	
Transfer! <i>What should students know, understand, and be able to do?</i> <i>What kind of long-term independent accomplishments are desired?</i>	
Students should be able to make use of a range of strategies, including annotation, journaling, discussion, and vocabulary study, to make meaning of fictional texts.	
Meaning	
<u>Enduring Understandings</u> <ul style="list-style-type: none"> Writing helps us think and convey ideas People read to be human and to understand ourselves. Focusing on specific details within a story helps to understand the larger meaning of the story. Hearing other viewpoints and interpretations deepens our understanding Many strategies can be used in conjunction in order to help me to understand text. 	<u>Essential Questions</u> <ul style="list-style-type: none"> Why do people write? Why do people read? Why is it important to notice what we read? Why is it important to ask questions about what we notice? What strategies help me to make meaning of what I read?
Acquisition	
<u>Knowledge</u> <ul style="list-style-type: none"> Methods of characterization (direct and indirect) Imagery Point of view Theme Figurative Language (simile, metaphor, personification, analogy) Setting Conflict (definition and types) 	<u>Skills</u> <ul style="list-style-type: none"> Cite strong evidence. Determine the theme of a text. Analyze complex characters. Participate effectively in collaborative discussions.
Established Goals	
CT Common Core Standards Addressed	

using one or two of the craft choices/writer's moves from these two stories. (If there is time, do a process-writing journal entry explaining choices and their addition to the narrative.)	
<u>Week 4:</u> <ul style="list-style-type: none"> Read "Entropy" by Andrea Rinard and write a "text to world" journal entry. Read "Girl" by Jamaica Kincaid and write a "text to world" journal entry. Write your own version of "Girl." What are the rules and directions you have heard about how to be/how to succeed? In-class assessment: Students will read and annotate a new short story. They will then respond to a series of 4-5 questions focusing on the key elements: summarization, character development, conflict, and theme; responses will include cited evidence. Assemble pieces for a portfolio. Annotate and discuss examples of letters of reflection/cover letters. Draft and revise a letter of reflection/cover letter for the mini-portfolio. 	
Resources	
List stories here [We plan to add a more complete/accurate list of titles <i>q/te</i> we attend the conference at Bard College because we anticipate learning about more stories and how to teach them.] "Eraser Tattoo" Jason Reynolds "The Alumni Interview" David Levithan "Girl" Jamaica Kincaid "The Path Through the Cemetery" Leonard Q. Ross "Strawberry Springs" Stephen King "Entropy" Andrea Rinard "There Will Come Soft Rains" Ray Bradbury/ "The Veldt" Ray Bradbury "There Will Come Soft Rains" Sara Teasdale (1920) poem "The Story of an Hour" Kate Chopin "Bread" Margaret Atwood Drawing telling details activity/slides "Telling Details" Quiet Places Slideshow Restorative Circles in the Classroom Restorative Circles in Schools (book) Focused Freewriting	

Curricular Shifts - English 9

Major Features

- Removing Pre-AP designation
- Unleveled Course
- Increased full-text reading

Text Changes

- Removal of *The Odyssey* and *To Kill a Mockingbird*
- Replacement with full-class text: *The Sun is Also a Star*
- Addition of Choice Reading and Independent Reading
- Shift from Townsend Press to *Sadlier Vocabulary Workshop* (grades 9 and 10)
- Shift from noredink.com to IXL (grades 9 and 10)

Assessment Changes

- Scaffolded writing from paragraph to multi-paragraph
- Multiple modes of assessment (grades 9 and 10)
- In-class grammar and vocabulary assessment (grades 9 and 10)

Curricular Shifts - English 10 A&H

Major Features

- Focus on skills rather than novels
- Alignment of academic and honors courses
- Requirement for all 10th grade students

Text Changes

- *Purple Hibiscus* by Chimamanda Ngozi Adichie added as an option
- *A Thousand Splendid Suns* by Khaled Hosseini added as an option
- *All Quiet on the Western Front* – excerpts only

Assessment Changes

- Scaffolded writing with focus on the multi-paragraph analytical essay

Curricular Shifts - Film as Text

Major Features

- Stronger alignment to CCSS
- Increased reading and writing with rubrics
- Goal to be NCAA acceptable

Anchoring Text

- *The Art of Watching Film*

Curricular Shifts - Journalism

Major Feature

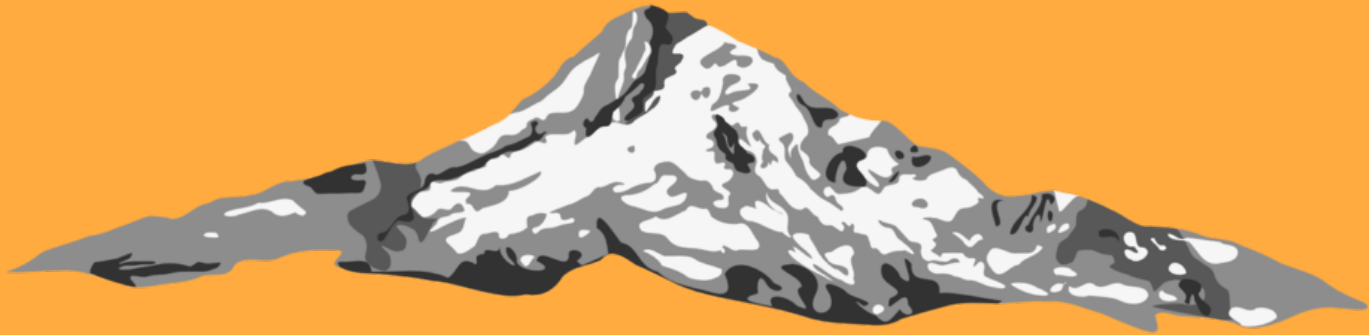
- Dual Enrollment with CCSU

Anchoring Text

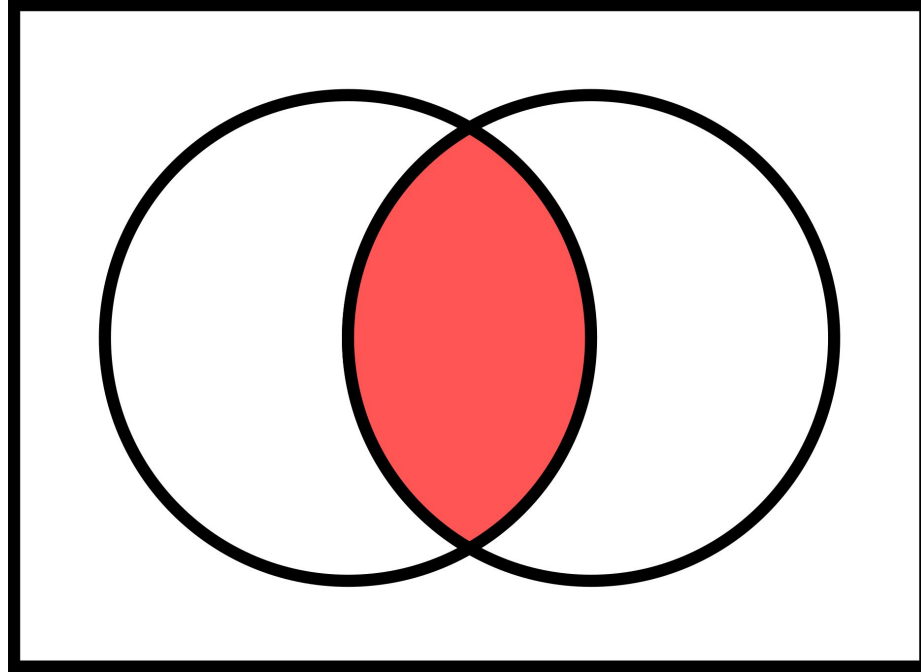
- *Writing and Reporting for the Media*

Questions?

GMHS Capstone Experience



Capstone Experience vs. Capstone Course



Current Methods to Fulfill the Capstone Experience

AP Capstone Seminar

- Research-based experience focusing on an area of student interest
- Demonstrates accumulated learning over GPS experience
- Full year course
- Group and individual projects
- May earn college credit
- Collegiate level research and writing expectations

Capstone Course

- Research-based experience focusing on an area of student interest
- Demonstrates accumulated learning over GPS experience
- Half-year course
- Individual project
- Most work done in class

Recommendations

Proposed Credit Change

- Half-Year Capstone Course = ½ credit and toward humanities elective credit

Proposed Requirement Fulfillment Changes

➤ Grade 10

- AP Capstone Seminar fulfills the Capstone performance standard and fulfills a 1.0 humanities elective
 - Note: 10th grade students must take English 10A or 10H.
 - Serves as a prerequisite for AP Research

➤ Grades 11-12

- AP Capstone Seminar fulfills 1.0 English credit requirement and the Capstone performance standard

Proposed Course Change

- Independent Study option for half-year course (under development)

Coming Soon!

Proposed English 11-12 experience

Grade 9	Grade 10	Grade 11	Grade 12
English 9 (unleveled course)	English 10A World Lit	English 11A American Lit (honors embedded)	Two (2) Half-year English electives
	English 10H World Lit	AP Language & Composition	AP Language & Composition
	AP Capstone Seminar (humanities elective)	AP Literature & Composition	AP Literature & Composition
		AP Capstone Seminar (English Credit)	AP Capstone Seminar (English Credit)

Thank you for your time!

Questions?

GMHS High School - English Department Curriculum Presentation
Wednesday, November 6, 2024

1D Maps / Program of Studies Language

English 9

College Preparatory/Unleveled

Texts take center stage in the English 9 classroom; this full-year, heterogeneously grouped ninth grade course focuses on the close reading, analytical writing, and language skills most essential for students' future work in high school, college, and careers. Through exposure to literary genres, students grapple with the themes of identity and coming of age. English 9 emphasizes the following priorities:

- Reading closely: Students persevere to analyze a range of complex literary and informational texts.
- Valuing evidence: Students evaluate textual evidence and incorporate it effectively in writing and speaking.
- Noticing language choices: Students understand how writers and speakers use specific words and sentences to move the thoughts, emotions, and actions of readers and listeners.
- Writing effectively: Students write with an understanding of the audience, support arguments with carefully chosen evidence, and effectively demonstrate conventions of grammar, usage, mechanics, and spelling.
- Speaking and listening: Students adapt and adjust speech to a variety of contexts and tasks, listening closely and responding respectfully to diverse perspectives.
- Expanding vocabulary: Students acquire and use challenging and appropriate vocabulary.

ENGLISH 10 - WORLD LITERATURE

College Preparatory/Academic

This full-year course for 10th grade students approaches literature thematically and builds on the skills learned in the Grade 9 course. We examine the influences that contribute to identity, what happens when influence becomes too powerful, and how individuals can respond to power. Using novels, short stories, poetry, and film, students study multiple perspectives and differing viewpoints, while focusing on how writer's choices influence our experience of a story. Students analyze universal themes through an exploration of the literature of cultures around the world. Students will increase their proficiency in reading literature and non-fiction, writing in a variety of modes, speaking and listening, and the conventions of the English language. Students will demonstrate understanding through projects as well as narrative and analytical writing. Vocabulary, grammar, and mechanics are integrated into the course content.

ENGLISH 10 HONORS - WORLD LITERATURE

This full-year course for 10th grade students approaches literature thematically and builds on the skills learned in the Grade 9 course. We examine the influences that contribute to identity, what happens when influence becomes too powerful, and how individuals can respond to power. Using novels, short stories, poetry, and film, students study multiple perspectives and differing viewpoints, while focusing on how writer's choices influence our experience of a story. Students analyze universal themes through an exploration of the literature of cultures around the world. Students will increase their proficiency in reading literature and non-fiction, writing in a variety of modes, speaking and listening, and the conventions of the English language. Students will demonstrate understanding through projects as well as narrative and analytical writing. Vocabulary, grammar, and mechanics are integrated into the course content. The Honors English course moves at a faster pace than the academic level and requires more independence on the part of students. In addition, the course explores both content and skills at a greater depth with increased rigor, in preparation for upper level Advanced Placement courses.

Film as Literary Text

This one (1) semester course examines film as a storytelling genre through its literary aspects. Course activities include analysis of literary elements such as narrative arc, character, theme, symbolism, motif, allusion, and writer/director intent. Students will also explore how film techniques such as lighting, costume, sound, and set design enhance and support the literary elements. While exploring a range of film genres and styles, students will also study film theory and criticism. Course requirements include a heavy emphasis on writing in the form of criticism, as well as thematic, character, and stylistic analysis.

Journalism

Dual Registration: CCSU

We are surrounded by information. Content creators, influencers, and corporations saturate social media to capture our attention. But, in this flood of content, how do we know what's real, what's important? How do we know if an event has really happened? Why do we *need* to differentiate between content designed to entertain and content intended to inform?

This one-semester course will introduce students to journalism and its function in a democratic society. In order to establish trust and credibility with the public, journalists must meet high ethical standards for accuracy. Engaged journalists must be aware enough to find a story, curious enough to dig for details, and committed enough to publish facts. Journalists must find creative ways—using text, images, and sound—to tell important stories of the day. In this course, students will practice the skills journalists use to provide truthful, fact-based, ethically obtained information in the public interest. Students will also read and respond to articles, making them more informed consumers of news stories.

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Granby Public Schools Course Proposal Request

To be completed for recommendation of:

- New course**
- Revision of a course (not offered for 2 or more years, change in credit, level, alignment to standards, etc.)**
- Course elimination**
- Course level change**
- Impact on Graduation Requirements**

Date Submitted: 11/5/24 Teacher: Carolyn Weiser Department/School: GMHS English

Course Information:

- Course title: English 9 (Previously Pre-AP English)
- Grade(s) and level (AP, honors, academic): Grade 9, change from Honors for all to unleveled
- Number of credits: 1
- Prerequisites: none

Background/Course History:

In the scope of 2015-2020 the freshman English course was shifted to “Pre-AP English” as an effort to create a standards aligned course. The Pre-AP curriculum was never designed to be a complete curriculum. This revision maintains the best practices from the Pre-AP training without the ongoing costs.

Rationale for recommendation: (Vision, mission, standards, enrollment)

Course is not an honors level, it addresses grade level standards, honors leveling has been creating inflated GPAS

Curriculum: (Alignment to Standards (common core expectations), integration of other content area standards, performance assessment, rubrics)

How will the content of this course be delivered?

Timelines for consideration (significant dates/deadlines/professional development/curriculum writing):

Revisions are completed, need approval for course catalog

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Budget Implications (textbooks, supplemental resources, staffing, scheduling, professional development training, and curriculum writing):

This column to be checked by Director of Curriculum	Budget Need Area:	Yes/No: Complete for each area listed	Amount Needed	Purpose – WHY??
Add to new text budget	Textbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building based	Workbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building Based	Staffing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to PD budget	Professional Development	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to Curriculum Budget	Curriculum Writing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Other :	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other:

FOR OFFICE USE ONLY:

Date BOE sub-committee reviewed: _____

Action: ___ Approved ___ Not Approved

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Granby Public Schools Course Proposal Request

To be completed for recommendation of:

- New course**
- Revision of a course (not offered for 2 or more years, change in credit, level, alignment to standards, etc.)**
- Course elimination**
- Course level change**
- Impact on Graduation Requirements**

Date Submitted: 11/5/24 Teacher: Carolyn Weiser Department/School: GMHS

Course Information:

- Course title: Capstone
- Grade(s) and level (AP, honors, academic): Grade 11/12 Academic
- Number of credits: .5 (previously 1.0)
- Prerequisites: none

Background/Course History:

There is currently a 1 credit Capstone class required based on previous state legislation. That course has always met for 1 semester which is the equivalent of 0.5 credit hours. The change is to right size the credit. Additionally, the semester requirement in senior year has created restraints on the schedule. Allowing this course to be taken in either 11th or 12th grade will open up options for students and scheduling.

Rationale for recommendation: (Vision, mission, standards, enrollment)

This Capstone class is one of three ways to fulfill the Capstone graduation requirement. The other ways would be through an independent study of the same course or by completing AP Capstone Seminar in grades 10-12. If AP Capstone Seminar is taken in grade 10 it will fulfill the Capstone requirement and count as a humanities elective as opposed to English credit. AP Capstone Seminar taken in grades 11 or 12 will fulfill both an English credit and the Capstone requirement. English 10 or 10H will now be required for all sophomores.

Curriculum: (Alignment to Standards (common core expectations), integration of other content area standards, performance assessment, rubrics)

Revisions are required to align the Capstone experience to the new Vision of the Graduate.

How will the content of this course be delivered?

Course Proposal Requests are to be communicated with and between:

- Department/CAS Leader
- Principal
- Director of Curriculum
- Curriculum Committee
- Director of Curriculum/BOE Curriculum Sub Committee

Timelines for consideration (significant dates/deadlines/professional development/curriculum writing):

Revisions are completed, need approval for course catalog, graduation requirements & policy will need to be revised.

Budget Implications (textbooks, supplemental resources, staffing, scheduling, professional development training, and curriculum writing):

This column to be checked by Director of Curriculum	Budget Need Area:	Yes/No: Complete for each area listed	Amount Needed	Purpose – WHY??
Add to new text budget	Textbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building based	Workbook	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Building Based	Staffing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to PD budget	Professional Development	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Add to Curriculum Budget	Curriculum Writing	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Other :	<input type="text"/>	<input type="text"/>	<input type="text"/>

Other:

FOR OFFICE USE ONLY:

Date BOE sub-committee reviewed: _____

Action: ___Approved ___Not Approved



Date: November 6, 2024

To: Curriculum/Policy/Technology/Communications Subcommittee of the Granby Board of Education

From: Jennifer M. Parsons, Assistant Superintendent of Schools

Subject: November Monthly Update

Implementation of New Educator and Leader Evaluation and Support Plans

Following the adoption of the new Granby Educator and Leader Evaluation and Support Plan in the spring of 2024, work commenced to develop the forms, documents, and resources to operationalize the plan. An overview was shared with all Educators during their September faculty meetings and work on the online portal was completed to allow teachers to begin goal setting. Educator goal setting concluded on October 31st and evaluators have begun observations. The District Leadership team met to discuss ways to incorporate the new observation rubric into professional settings for educators to further develop their understanding of instructional practices. Additionally, all evaluators met to begin their year long calibration of implementation of the plan.

English Language Arts Programming

In response to the directive from the State of Connecticut to adopt an approved reading program, Granby narrowed down the choices for a new program last school year and began 2024-25 by piloting two programs in grades K-3, Harcourt Houghton Mifflin's Into Reading and Savvas' My View. Two teachers from each grade piloted each program with the support and guidance of their literacy coaches at the elementary school. Both programs have been met with success and teachers are in the final stages of compiling feedback on implementation. Feedback, pricing and student data from the pilot will be presented at the December sub-committee meeting for final review and approval of a recommended program. This will have budgetary implications. At the November sub-committee meeting, the English Department Chair will present on revisions made this past summer to the Freshman and Sophomore English courses to further align with best literacy practices and discuss future adjustments to the 9-12 progression of courses, including the Capstone experience. Work will need to be done in the next year to continue high school revisions and make recommendations for programming in the grade 4-8 range.

Supporting Achievement

Over the past two months work has been done to build from the summative data results gathered in the spring of 2024. This involves gathering additional fall baseline data and digging into the results at a grade, class, teacher and student level and breaking scores into subsets and growth measures. Each building principal met with the superintendent and assistant superintendent following work

with their leadership teams and shared trends and areas for improvement at their data meeting. From these data meetings principals developed their continuous improvement efforts for the year and engaged their building leadership in developing school and department plans with actions to support this work. Principals will begin to integrate their improvement strategies with data gathered during observations and through learning walks to focus on specific strategies. District Wide Learning Walks were completed on October 30th.

Committee Meetings

Various committees held their first meeting of the year. A few of the committees that operate at the district level include Educator Development Committee (EDC), Social Emotional Learning and Student Supports, Granby Equity Team (GET), and Wellness. These committees serve to fulfill legislative requirements as well as support the goals of the district. The Educator Development Committee oversees new teacher supports, the TEAM induction process, teacher evaluation and professional learning. The SEL and Student Support Team is working to review tier 1 curriculum, intervention supports and social emotional data across the district while supporting the implementation of restorative practices. Granby Equity Team kicked off the year with revisiting its mission statement and consciousness, responsiveness and advocacy framework. This year the team will use the lens of the 4 I's of oppression to examine various marginalized populations and learn how to avoid creating barriers to access for these groups. The Wellness committee is an intersection of food service, nutrition and physical education. This committee is currently planning a staff wellness fair for January and a district wide field day for late spring. Stay tuned!

Budget Development

Work is well underway to create a budget that will support the goals of the district. Work leading up to the budget creation include identifying district priorities, reviewing new courses, texts and initiatives as well as establishing enrollment and section counts. In monthly meetings the technology and software budgets have been reviewed as have instructional support materials. Staffing has been reviewed to project salaries and sections to the extent possible at this point in the year. Grant allocations are being finalized for the FY25 year as well.