

**Curriculum Subcommittee Meeting**  
**Wednesday, December 4, 2024, 5:30 PM**  
**Central Office**

**I. Public Comment**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**II. Approve the Minutes from the November 6, 2024 Curriculum Subcommittee Meeting**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**III. Course Revisions:**

**{{Goal-}}**

**{{Attachment:}}**

**Rationale:**

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

**{{RecommendedMotion}}**

**IV. Reading Program Pilot Review**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**V. Assistant Superintendent's Monthly Report**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

**VI. Other**

**{{Goal-}}**

**{{Attachment:}}**

**{{RecommendedMotion}}**

## Curriculum Subcommittee Meeting, November 6, 2024 – Draft Minutes Central Services

### Present:

Liz Barlow	Jennifer Parsons
Monica Logan	Cheri Burke
David Peling	Kate Guyette
Karen Richmond-Godard	Michelle Tardiff
	Carolyn Weiser

Meeting commenced at 5:32 pm and adjourned at 6:50 pm.

- 1. Public Comment:** There was no public comment this evening.
- 2. Approve Minutes from the September 4, 2024 Curriculum Subcommittee Meeting:** A motion was made by Karen Richmond-Godard and seconded by Liz Barlow to approve the minutes from the September 4, 2024 Curriculum Subcommittee Meeting. Motion carried.
- 3. Policies:**
  - **Draft Policy 3160 – Budget Expense Reports and Line Item Transfers:** The Curriculum Subcommittee recommended moving Policy 3160, Expense Reports and Line Item Transfers, to the full Board for a first reading, then to bring forward to the Finance Subcommittee Meeting on November 20, 2024.
  - **Policy Update:** Just received from CABE, will be brought forth in future meetings.
- 4. New Text: Reporters Francophones Series, Levels 1-4:** A motion was made by Karen Richmond-Godard and seconded by David Peling that the Curriculum Subcommittee approve new text, Reporters Francophones Series, Levels 1-4. Note: This series will be piloted in January 2025 for French 2 and the two teachers teaching that level (middle school and high school) will receive 3 hours of training prior.
- 5. Grade 9-10 English Language Arts Curriculum Revision:** Carolyn Weiser, Dept. Chair of English at GMHS, and Michelle Tardiff, ELA Instructional Coach, presented the background of the grades 9 and 10 curricula, followed by a thorough explanation of the process by which the English Department made revisions. They shared 1D, 2D and 3D curriculum maps for the members of the Curriculum Subcommittee to examine.
- 6. Course Revisions:**
  - **English 9 (previously Pre-AP English):** Approval of this course was tabled until the next meeting in December.
  - **Capstone (change in credit, level, alignment to standards):** Carolyn Weiser and Michelle Tardiff shared that the AP Capstone Seminar class will be worth 1 credit and be a full-year course, while the Capstone Course will be a half-year course and fulfill a .5 credit toward Humanities elective credit. Also, AP Capstone Seminar will no longer be an alternative course for grade 10 students in lieu of grade 10 English; however, grade 10 students will be able to take both English 10A or 10H concurrently with AP Capstone Seminar.

Moreover, grade 11 and 12 students will also have the option of taking AP Capstone Seminar. Additional changes proposed were for Journalism and Film as Text, two half-year English electives offered to Juniors and Seniors. Journalism will be a dual enrollment course with

CCSU for which students may earn 3 credits from CCSU. Film as Text will have a stronger alignment to the Common Core State Standards and become an acceptable course by the NCAA. The motion to approve this course was also tabled until the next meeting in December.

**7. Assistant Superintendent's Monthly Report:** Reviewed.

**8. Other:** N/A

A motion was put forth to adjourn. A motion was made by Karen Richmond-Godard and seconded by Liz Barlow. The meeting adjourned at 6:50 pm.

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):**

<b>This column to be checked by Director of Curriculum</b>	<b>Budget Need Area:</b>	<b>Yes/No: Complete for each area listed</b>	<b>Amount Needed</b>	<b>Purpose – WHY??</b>
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:

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- 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



# K-3 Reading Program Recommendation



Curriculum Subcommittee  
December 4, 2024




# CSDE Center for Literacy Research and Reading Success

- ❖ was formed by legislation passed in 2021
- ❖ reviewed and revised the approved K-3 assessments
- ❖ oversees districts adopting an approved curriculum model or program
- ❖ shares opportunities for professional learning

CT.gov Home / Department of Education / K-12 Education / Academics / Literacy - English Language Arts / Center for Literacy Research and Reading Success

## Center for Literacy Research and Reading Success



Every Connecticut student has the right to read at or above grade level independently and proficiently by the end of third grade.

The Center for Literacy Research and Reading Success (Center) was established in 2021 by Commissioner Charlene M. Russell-Tucker, per C.G.S. Section 10-14gg, operating within the Connecticut State Department of Education (CSDE). The Center is responsible for implementing Connecticut's early literacy laws, regulations, and policies. Select a link below to learn more.

- K-3 READING MODELS**  
Approved K-3 Reading Curriculum Models or Programs
- PROFESSIONAL LEARNING**  
Opportunities for educators to expand their knowledge
- READING CORE**  
Connecticut's process to review reading curriculum models and programs
- READING COUNCIL**  
The Reading Leadership Implementation Council guides the Center's work
- WAIVER PROCESS**  
Information on waivers to implement different reading curriculum models or programs
- RESOURCES**  
Watch, listen, or read helpful sources of additional information on K-3 literacy

# Timeline for Waiver Review and Program Implementation

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- January 2023: Waiver Option Announced by CSDE
- February 2023: Application Due and Submitted by Granby
- October 2023: Waiver Meeting Held with CSDE & Granby
- December 2023: Waiver Results Received by Granby from CSDE
- January 2024: Waiver Reconsideration Submitted by Granby to CSDE
- February 2024: Waiver Reconsideration Denied by CSDE
- by July 2024: Partial Implementation Required by CSDE
- by July 2025: Full Implementation Required by CSDE

# CT Approved Choices

## Curriculum Models or Programs

- American Reading Company – ARC Core (K-3), (2020)
- Amplify Education Inc. – Core Knowledge Language Arts (CKLA, 2022)
- Benchmark Education - Benchmark Advance (2022)
- Houghton Mifflin Harcourt – Into Reading
- Imagine Learning – EL Education Grades K-3 (2017)
- McGraw Hill - Open Court Reading (2016) and Open Court Reading (2023)
- McGraw Hill Education – Wonders (2020) and Wonders (2023)
- Open Up Resources – EL Education (2017)
- Savvas Learning Company – myView Literacy (2020) and myView Literacy (2025)

## Compendiums of Curriculum Models or Programs

- Savvas Learning Company - ReadyGEN K-6 (2016) with Wilson - Foundations (2012)  
*Please note that ReadyGen is being replaced by myView Literacy and as of July 1, 2023, is no longer available for new sales.*
- Great Minds - Wit and Wisdom (2016 or 2023) with Curriculum Associates - Magnetic Reading Foundations (2023)
- Great Minds - Wit and Wisdom (2016 or 2023) with
  - Great Minds - Geodes;
  - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
  - Wilson-Foundations (2012)
- Great Minds - Wit and Wisdom (2016 or 2023) with
  - Great Minds - Geodes;
  - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
  - University of Florida Literacy Institute - UFLI Foundations (2022)
- Great Minds - Wit and Wisdom (2016 or 2023) with
  - Great Minds - Geodes;
  - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
  - William H. Sadlier, Inc. - From Phonics to Reading by Wiley Blevins (2020)
- Open Up Resources - Bookworms (2021) with Curriculum Associates - Magnetic Reading Foundations (2023)
- Open Up Resources-Bookworms (2021) with
  - Great Minds - Geodes;
  - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
  - Wilson - Foundations (2012)
- Open Up Resources - Bookworms (2021) with
  - Great Minds - Geodes;
  - Literacy Resources, LLC. - Heggerty Phonemic Awareness Curriculum; and
  - University of Florida Literacy Institute - UFLI Foundations

# Granby's Literacy Philosophy

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*"We believe that Early Literacy is a balanced approach inclusive of direct phonemic awareness, phonics and word study instruction. By modelling comprehension, vocabulary and fluency skills with rich authentic mentor texts, teachers generate excitement before gradually releasing responsibility to students. Reading and writing experiences are connected and supported by direct speaking and listening opportunities as well as daily differentiated skill and strategy based instruction. Diverse trade books and structured decodables are included to support a high volume of reading for students at all developmental levels while still allowing for student choice. Writing instruction is based on process writing in a variety of genres and includes spelling, grammar and letter formation as needed. Screening assessments are aligned to the resources used and formative assessment allow for formation of flexible grouping and individual conversations based on the data obtained. Technology platforms allow teachers access to instructional materials and provide individualized student practice of core skills and strategies. Resources align to the time and structures available."*

# Narrowing the field

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1. Request samples from vendors
2. Explore current literature
3. Vet literature and samples against our philosophy statement
4. Meet with representatives to ask/answer questions
5. Seek additional materials and quotes
6. Consult with districts currently using the programs
7. Bring top two programs to K-3 vertical team members on April 2nd
8. Mini-pilot and explore materials this spring
9. Build fall pilot
10. Bring final program to sub-committee

# Finalists:



## Lens for Review:

- Teacher Feedback on Comprehensive Rubric
- Student Growth on Key Literacy Measures
- Cost Effectiveness

# Parameters of Fall Pilot

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- ★ 2-3 classes from each grade assigned to one of 2 pilot programs or existing resource
- ★ Weekly Coaching Support
- ★ PD provided
- ★ Regular Check-ins
- ★ Cross Program Observations
- ★ Complimentary Materials

# Evaluation Rubric



<b>Name of Publisher/Program:</b>						
<b>Name of Evaluator(s)</b>						
<b>Rate by checking the number that best indicates the degree to which the materials satisfy each indicator</b>						
<b>SCALE:</b>	<b>3 –Thoroughly</b>	<b>2 – Somewhat</b>	<b>1 – Poorly</b>	<b>NA- Not Applicable</b>	<b>NO- Not Observed</b>	
Foundational Reading Skills						
Indicators	3	2	1	NA	NO	Notes
Instruction follows a progression to develop phonological awareness (for example, syllables, rhyming, alliteration, onset, and rime)						
Phonemic awareness instruction follows a developmental progression—for example, phoneme isolation (first, final, and medial sounds), blending, segmentation, and phoneme deletion; use with tiles then with letters						
Materials present letter–sound correspondences in an explicit and sequential fashion (for example, potentially confusing letters like b and d are not introduced together, and a few short vowels are introduced early)						
Materials support instruction that teaches students how to blend letters to write/spell and decode words						

*Teachers worked in grade level teams to complete the rubric during our Professional Development Day.*

# Teacher Feedback on Rubric

Skills	HMH Into Reading	Savvas My View
Foundational Skills	93.5%	70.25%
Fluency	83.5%	66.5%
Reading Comp	95.3%	78.8%
Vocabulary	100%	79%
Writing	91.8%	73%
Handwriting	96%	44%
Student Engagement	96%	70.6%
Teacher Supports	93.5%	81.8%
Addressing the Needs of all Learners	93%	65.5%
Assessment	98%	67.25%

# Highlights of Teacher Feedback

## HMH Into Reading

### Glows:

- \*includes a structured literacy component based on focused specific phonics skills each week
- \*exposure to different genres and vocabulary
- \*student materials are engaging and offer multiple modalities for showing learning

### Grows:

- \*pacing of lessons can be long affecting the amount of independent reading time
- \*writing could use more modeling and guided practice

## Savvas My View

### Glows:

- \*variety of genres mixed throughout each unit
- \*reading and writing lessons are connected
- \*high frequency words are appropriate for each grade level

### Grows:

- \*not a strong scope and sequence for phonics
- \*pacing of lessons can be long affecting the amount of independent reading time
- \*lack of handwriting instruction

# Student Growth on Key Literacy Measures

Grade K	Letter Name
HMH	<b>16.8</b>
Savvas	14.4

Grade 2	Oral Reading Fluency
HMH	<b>26.9</b>
Savvas	21.6

Grade 3	Oral Reading Fluency
HMH	<b>27</b>
Savvas	22

Grade 1	Letter Name	Nonsense Words - Sounds	Nonsense Words - Read Correct
HMH	13.6	<b>21.56</b>	<b>8.9</b>
Savvas	<b>14.5</b>	20.95	8.25

# Cost Effectiveness

## HMH Into Reading

Estimate for 21 classrooms =  
\$142,386.83 for 5 years + \$10,280 PD

**\$1,453.97**

**per classroom/per year**

## Savvas My View

Estimate for 21 classrooms =  
\$188,331.99 for 6 years + \$27,000 PD

**\$1,708.98**

**per classroom/per year**

# Proposed Program Highlights

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**HMH Into Reading** is a research-based, evidence-informed comprehensive program grounded in the science of reading.

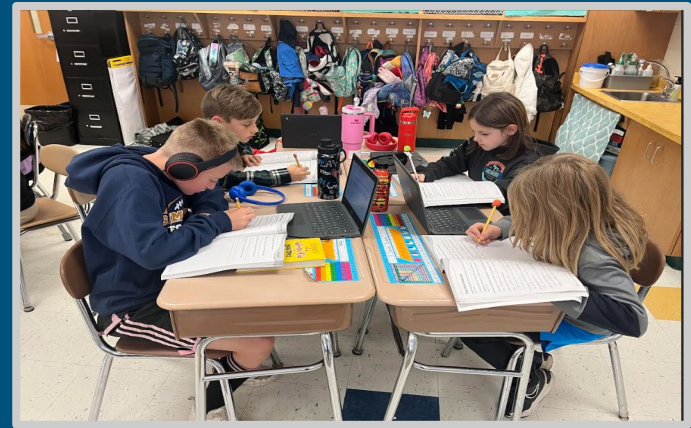
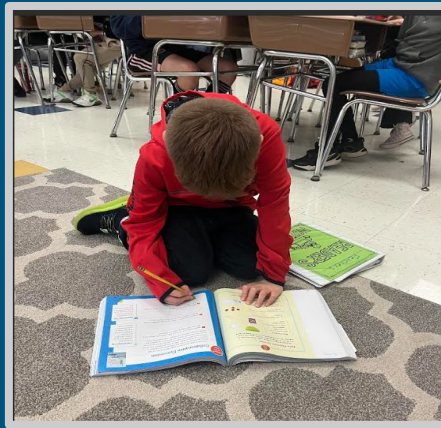
The resources will replace current resources used for reading, writing, phonics, grammar, and vocabulary and be taught in the existing blocks for literacy instruction.

The structured literacy component provides stronger phonics instruction as well as alignment of instructional components and routines.

There is a direct through line between the learning outcomes for the day and assessments to allow for close monitoring of mastery.

Teacher planning efforts will be streamlined.





# Quotes from Pilot Teachers:

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"My students are showing so much growth with their letters and sounds using HMH. My class loves the big books and the letter songs. I love that our books celebrate diversity and there is also a nice balance between fiction and nonfiction."

Kindergarten

HMH is a rigorous, comprehensive and engaging curriculum for all. The anchor charts, reading materials and workbook pages are very clearly thought out and aligned to the Common Core standards, as well as students' interests.

Third Grade Teacher

# Moving Forward

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- ❑ Teachers piloting non-selected program will transition to the selected program for the remainder of 2024-25
- ❑ Budget request will reflect full implementation for all K-3
- ❑ Expansion pilot for grades 4-5 being planned
- ❑ Pilot of assessment resources for alignment
- ❑ Reflect new resource in curriculum documents
- ❑ Align content area instruction with new resource
- ❑ Expand on writing as needed
- ❑ Report card revisions



**GRANBY PUBLIC SCHOOLS  
GRANBY, CONNECTICUT**

**RECOMMENDATION FOR A NEW TEXTBOOK  
BOE CURRICULUM SUBCOMMITTEE**

**Page 1: overview**

Course: ELA K-5

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Title of Book: Into Reading Series

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Publisher: HMH Author(s): multiple

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Copyright date: 2025 Edition: Version 3

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Cost per student edition: \_\_\_\_\_ Quantity: \_\_\_\_\_

Cost per teacher edition: Approx. \$1,500/yr for 5 years per classroom print and digital \_\_\_\_\_ Quantity: \_\_\_\_\_

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Budgeted item: In FY26 Budget

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Staff Endorsements: : Yes, per presentation 12/4/24

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Other texts reviewed:

Title	Publisher	Copyright
My View	Savvas	2025

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All others on state approved list were reviewed as well

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Reason a new text is requested: CSDE Legislation requires districts to adopt one of the approved programs/compendiums by 2025

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Reasons for this text selection: Higher rating on teacher rubric, increases in achievement scores and lower pricing in comparison to other program piloted

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	0	1	2	3	4	5
<b>To what extent do you agree with the following statements?</b>						
<b>Text focuses on major objectives of course.</b>	0	1	2	3	4	5
<b>Text reflects key concepts/big ideas from CT Frameworks/Curriculum.</b>	0	1	2	3	4	5
<b>Subject matter is geared to interest, ability, and needs of students.</b>	0	1	2	3	4	5
<b>Text utilizes grade appropriate ideas, concepts, skills, and vocabulary.</b>	0	1	2	3	4	5
<b>Critical thinking and problem solving strategies are evident.</b>	0	1	2	3	4	5
<b>Text suggests a variety of activities for multiple intelligences/learning styles</b>	0	1	2	3	4	5
<b>Suggested activities inspire creativity &amp; extension where possible</b>	0	1	2	3	4	5
<b>Suggested activities encourage collaboration with other students.</b>	0	1	2	3	4	5
<b>Allows for ancillary exercises to develop mastery of concepts/skills.</b>	0	1	2	3	4	5
<b>Text, or support materials, include suggestions for both remediation and enrichment.</b>	0	1	2	3	4	5
<b>Text features improve and enhance clarity.</b>	0	1	2	3	4	5
<b>Text includes useful supports for students in appendix, glossary, or resource section.</b>	0	1	2	3	4	5
<b>Incorporates the use of technology for extension.</b>	0	1	2	3	4	5
<b>Written and pictorial content reflect the pluralistic, multi-ethnic nature of our society, both past and present.</b>	0	1	2	3	4	5
<b>Diversity and equity are represented throughout the text.</b>	0	1	2	3	4	5
<b>Content is relevant over a period of years (not quickly outdated).</b>	0	1	2	3	4	5
<b>Overall, this text will serve as a valuable resource to teachers and students.</b>	0	1	2	3	4	5

GRANBY PUBLIC SCHOOLS  
GRANBY, CT

APPROVAL OF A NEW TEXT

Date 12/4/24

This text HMH Into Reading Series

Has been authorized by the parties who have signed below to be used in

ELA Instruction K-5  
(Course title, grade, or subject)

\_\_\_\_\_  
Assistant Superintendent Date \_\_\_\_\_

\_\_\_\_\_  
Chair of the Curriculum Subcommittee Date \_\_\_\_\_

\_\_\_\_\_  
Chair of the Board of Education (final approval) Date \_\_\_\_\_



**Date:** December 4, 2024

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

**From:** Jennifer M. Parsons, Assistant Superintendent of Schools

**Subject:** December Monthly Update

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### **Implementation of New Educator and Leader Evaluation and Support Plans**

Work continues on implementing the New Educator Support Plan. The first round of observations are well under way. Evaluators met to discuss a method for providing feedback called “Claim-Connect-Action.” District leaders continue to discuss how to embed the new rubric into ongoing professional learning conversations. The Leader version of the Evaluation and Support Plan forms are receiving their final touches and administrators will be finalizing goal setting following their school reports.

### **English Language Arts Programming**

On December 4th the Curriculum Subcommittee will be hearing a recommendation from the two elementary literacy coaches, the two elementary principals and myself to adopt the Harcourt Houghton Mifflin *Into Reading Series* for English Language Arts Instruction K-5. After a lengthy process of submitting multiple waiver requests to the State, Granby is required to choose a new reading program from the list approved by the Connecticut State Department of Education and implement the program by 2025. This past fall, K-3 teachers piloted the two programs that most closely align to our District Literacy Philosophy. In November teachers provided feedback on a comprehensive rubric that was analyzed alongside student achievement data and the cost proposals for the two programs before providing the recommendation. The teachers, coaches and principals did an excellent job with the pilot process and are eager to continue working with the materials moving forward.

### **Supporting Scheduling**

As the Board heard at the November 6th meeting, the Scheduling Consultants have concluded their focus groups and analysis of data gained during those meetings as well as through a review of current scheduling practices. There are several recommendations we will now discuss as a Guiding Coalition Committee to determine a 3-5 year action plan. It is still the Committee’s desire to align bell schedules as early as next school year which will allow for staff and students to freely travel across both buildings and open up opportunities for students and staff alike.

## **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 includes identifying district priorities, reviewing new courses, texts and initiatives as well as establishing enrollment and section counts. Schools and programs presented their plus one requests internally and operating budgets were also reviewed. Central Office teams are working to review and streamline requests across the district and integrate these proposals with current data to ensure alignment of the work across the district.