

Curriculum Subcommittee Meeting
Wednesday, February 4, 2026, 5:30 PM
Central Office

I. Call to Order

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

II. Public Comment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

III. Approval of Minutes — January 7, 2026

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

IV. Assistant Superintendent Monthly Update

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

V. Update on Elementary Reading Program

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VI. Early Childhood Legislation Update

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

VII. Adjournment

{{Goal-}}

{{Attachment:}}

{{RecommendedMotion}}

GRANBY BOARD OF EDUCATION
Granby, Connecticut
Wednesday, January 7 - 5:30 p.m.
Curriculum Subcommittee Minutes

PRESENT: Subcommittee members: Liz Barlow, David Peling, Ed.D, Andrew Billig

ALSO PRESENT: Assistant Superintendent Jenn Parsons, Board Chair Monica Logan

I. Call to Order and Welcome:

The meeting was called to order at 5:44 pm.

II. Public Comment:

There was no public comment this evening.

III. Approval of Minutes:

Andrew Billig motioned to approve the [minutes](#) of the December 3, 2025, meeting of the Curriculum Subcommittee. Dave Peling seconded the motion, with Andrew Billig abstaining. There was no discussion. Motion passed at 5:46 pm.

IV. Assistant Superintendent's Monthly Report:

Jenn Parsons provided her monthly report, linked [here](#):

V. Textbook Approvals

A. AP Statistics

B. AP Calculus

Following discussion of the financial impact and alternatives, Andrew Billig motioned to approve the recommended new editions of these textbooks. Dave Peling seconded the motion. Motion carried at 6:12 pm.

VI Program of Studies and Course Selection

The committee reviewed the Program of Studies document and the process for course selection at GMHS. Asst Sup. Parsons noted that the Director of School Counseling is a teacher-level position with a stipend. Course offerings are continuously evaluated. Scheduling is in the 3rd year of the process. Goals include intervention and scheduling classes for maximum utilization.

VIII Other- No other topics were raised

VIII Adjournment

Dave Peling motioned to adjourn. Liz Barlow seconded. Meeting adjourned with no discussion at 6:50 pm.

Respectfully submitted,

Liz Barlow
Chair, Policy and Curriculum Subcommittee

Board of Education Sub-Committee

Early Literacy Update 2.4.26



Timeline for Waiver Review and Program Implementation

- July 2021: Legislation regarding K-3 Reading Programs passed
- 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
- 2024-25 School Year: Pilot
- December 4, 2024: Granby BOE approval of HMH Into Reading K-5
- by July 2025: Full Implementation Required by CSDE
- 2025-26 School Year: Full implementation of HMH Into Reading K-4, pilot 5

Proposed Program Highlights (from 12.4.24)

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.



PILOT DATA from 2024-25: Student Growth on Key Literacy Measures (Fall to Winter)

Grade K	Letter Name
HMH	16.8
Savvas	14.4

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

Grade 2	Oral Reading Fluency
HMH	26.9
Savvas	21.6

Grade 3	Oral Reading Fluency
HMH	27
Savvas	22

Where are we now?

- ★ 2024-2025 Many K-3 teachers chose to switch to HMH following approval
- ★ 2025-2026 Full Implementation K-4
- ★ Grade 5 will trial 1-2 units in spring of 2026 and fully implement 2026-2027
- ★ CSDE revised list of approved reading assessments in Summer 2025
- ★ Granby utilizing DIBELS 8/mClass Grades K-3
- ★ Sharing Assessment Results with families
- ★ HMH updated Into Reading to Version 3
- ★ Materials purchased through 2030-2031

What are leaders saying?

It is incredibly refreshing to see our teachers' high engagement and enthusiasm in learning and implementing HMH! We are already seeing higher scores than in recent years, fueling a sense of great hope and promise for our students. This momentum confirms that HMH is the right resource to continue guiding our ELA instruction toward even greater success! Grades K-2, Principal

It has been such a joy to see the energy and enthusiasm teachers are bringing to HMH and the excitement it is creating for students. I love walking into classrooms and seeing students eager to read, actively engaging with texts, setting goals for themselves, and feeling proud as they recognize their own progress. The strong focus on word work and foundational skills, particularly at the intermediate level, is clearly strengthening reading accuracy and fluency, and it is wonderful to see this growth across grade levels. Watching students become confident, motivated readers shows how meaningfully HMH is supporting both teachers and learners. ~ Grades 3-5, Literacy Coach

What are leaders saying?

It's really fun to merge visual art projects with other areas of our curriculum. To connect the students' art projects with something they are learning in language arts and music helps the students make more connections to their work. To me, students seem more invested in their artwork because they have come to my class with knowledge and information gained from their other classes. They are looking at one concept from a variety of angles and it's really neat to see what they come up with.

~ Wells Road Art Teacher



Third grade students are demonstrating noticeable gains in word accuracy and reading rate. This progress appears to align with the implementation of the new third-grade reading curriculum. ~ 3rd Grade Reading Interventionist

What are teachers saying?

HMH has engaging texts which appeal to a wide range of readers. Students learn about the important characteristics of different genres, from narrative non-fiction to dramas to realistic fiction. The students can easily make connections to their own lives as they see themselves and others in the characters ~ 3rd Grade Teacher, HMH Year Two



After a few years of implementing HMH reading, I have really enjoyed the increased engagement in reading, the variety of resources, and alignment to the CT standards. I believe that it provides me with the tools I need to complete strong reading lessons. ~4th Grade Teacher, HMH Year Three

What are teachers saying?

“Every day I am blown away when I listen to and observe my students. Their progress in letter-sound recognition, blending, segmenting, and their overall reading and writing is incredible. This being my 22nd year of teaching, I am still amazed by their growth and where they are today. Even coming in mid-year, it is remarkable to see their academic standing compared to prior years. While I am new to this curriculum, I absolutely LOVE it. It is predictable and consistent; the repetition provides the structure and routine that both teachers and students need to succeed.” First Grade Teacher Year One

The HMH curriculum does an excellent job presenting kid-friendly Classcraft slideshows that students find exciting and engaging. I appreciate the inclusion of homework, grammar and independent practice, throughout each lesson. As a first-year teacher, I find the teacher guide especially helpful and straightforward, as it clearly outlines learning targets, essential questions, and the sequence of lessons for the weeks ahead. I also value the ability to preview future modules, which makes the program very self-directed and easy to plan with. ~ 4th Grade Teacher, First Year Teacher

Through explicitly studying various phonics skills, I've seen tremendous growth in my students' literacy skills. They are able to recognize and successfully decode the phonics patterns we've studied and correctly apply them in their own writing. ~ 3rd Grade Teacher, HMH Year Two

What are students saying?

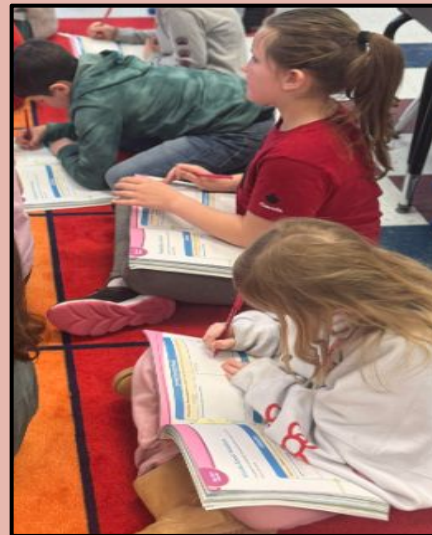
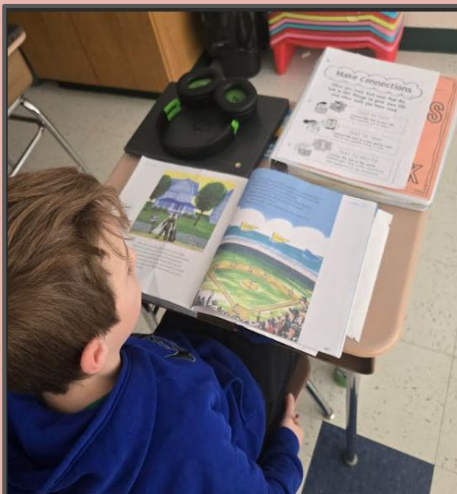
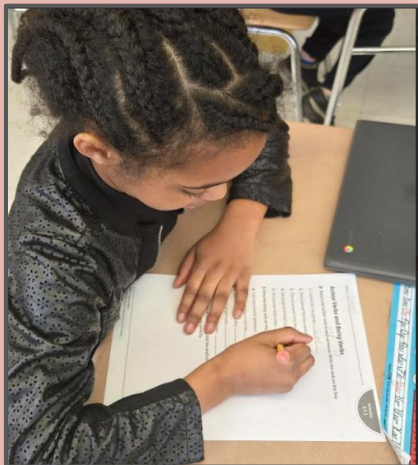
The Know It, Show It questions help me prepare for SBAC. 4th Grade Student, Year Two HMH



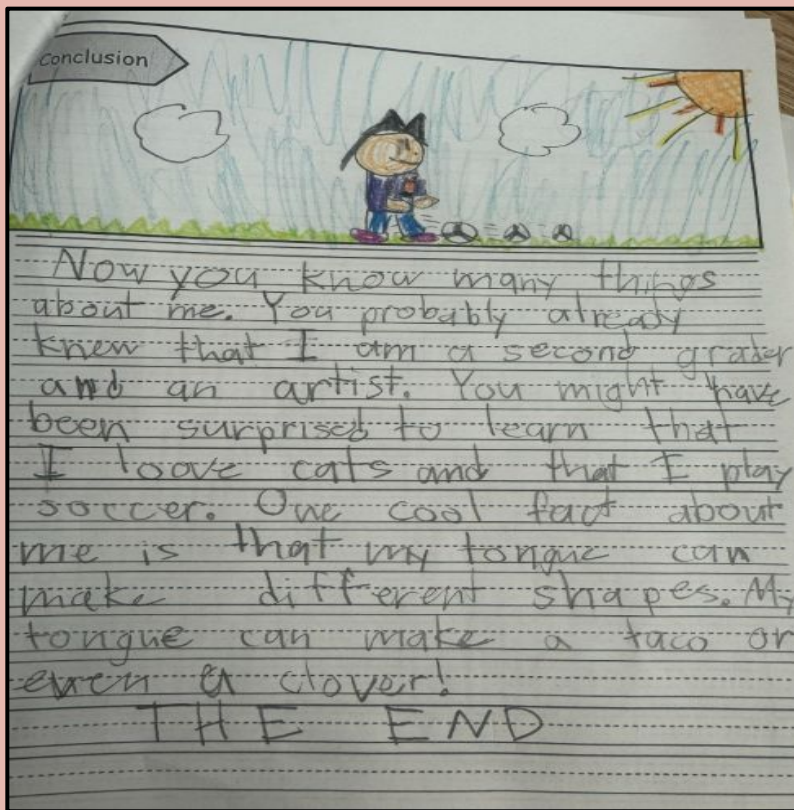
I like the variety of the stories! ~ 4th Grade Student-Year Two HMH



I like the details and information in the passages. Easy to follow along, especially this year with classcraft and the availability to listen to the audio and read the book. ~ 4th Grade Student-Year Two HMH



What are students doing?



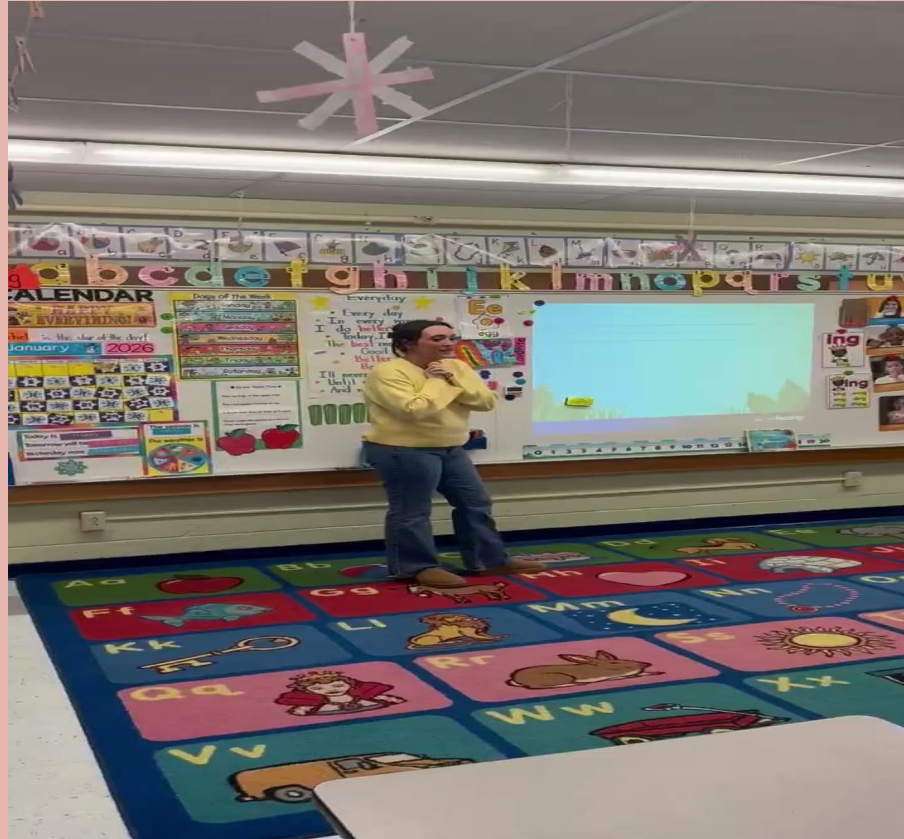
Have you ever watched a movie and wondered who was dancing, making up moves, and controlling everything behind the scenes? Well, I'm going to tell you about one of the people who do those things and her name is Jenna Marie Ortega.

Jenna Marie Ortega is a famous actor known as Wednesday. Her birthday is on September 27th 2002. A couple of Jenna's favorite things are writing and soccer and has said that she almost quit acting to pursue soccer as a career! Jenna dislikes social media trolls. Jenna is the middle child much like her Disney character stuck in the middle. She is Mexican, Mexican American, and Puerto Rican. She told her mom she wanted to be the Puerto Rican version of Dakota Fanning. Jenna was homeschooled for most of high school after being in the cast of stuck in the middle.

Jenna is a really good and enthusiastic actor and she is in sooo many casts and it is really amazing that she can keep a straight face for a long time. One of her casts that she is in is *Scream*. In *Scream* she kept the audience hooked the whole time. She was the star of the show! This is one of the newer casts, *Wednesday*! This is my favorite cast that Jenna is in and it was one of the longest casts that she performed in.

Jenna Marie Ortega might not be the star of the show but she is extraordinary and I hope you understand that.

What are students doing?



Parent Communication

Why is Zoey being assessed?
The teachers and administrators at our school want Zoey to read successfully. As part of this commitment, we use DIBELS® 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates Zoey's performance on the literacy skills necessary to become a successful reader.

403 **DIBELS Composite Score**
Has Met Goal

What do the below assessments mean?
Zoey has met grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.

Performance Level Key

Most Support	Some Support	Goal	Above Goal
Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark

Letter Names
Naming letters from print, measured by DIBELS Letter Naming Fluency (LNF). Can your child...
...name both uppercase and lowercase letters?

74
51 57
Naming letters (LNF)

Phonemic Awareness
Hearing and using the smallest units of sound in spoken words, measured by DIBELS Phoneme Segmentation Fluency (PSF). Can your child...
...identify the first, middle and last sound in "sun"? (sss...uh...nnn)

44
34 43 57
Hearing sounds in words (PSF)

Decoding
Knowing the sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF). Can your child...
...sound out simple words like "van"? (vvv...aah...nnn)
...easily read a list of two- and three-letter words?
...easily read more complicated words over time?

35
41 52 78
Reading letter sounds (NWF-Correct Letter Sounds)
9
10 14 26
Reading whole words (NWF-Words Recoded Correctly)

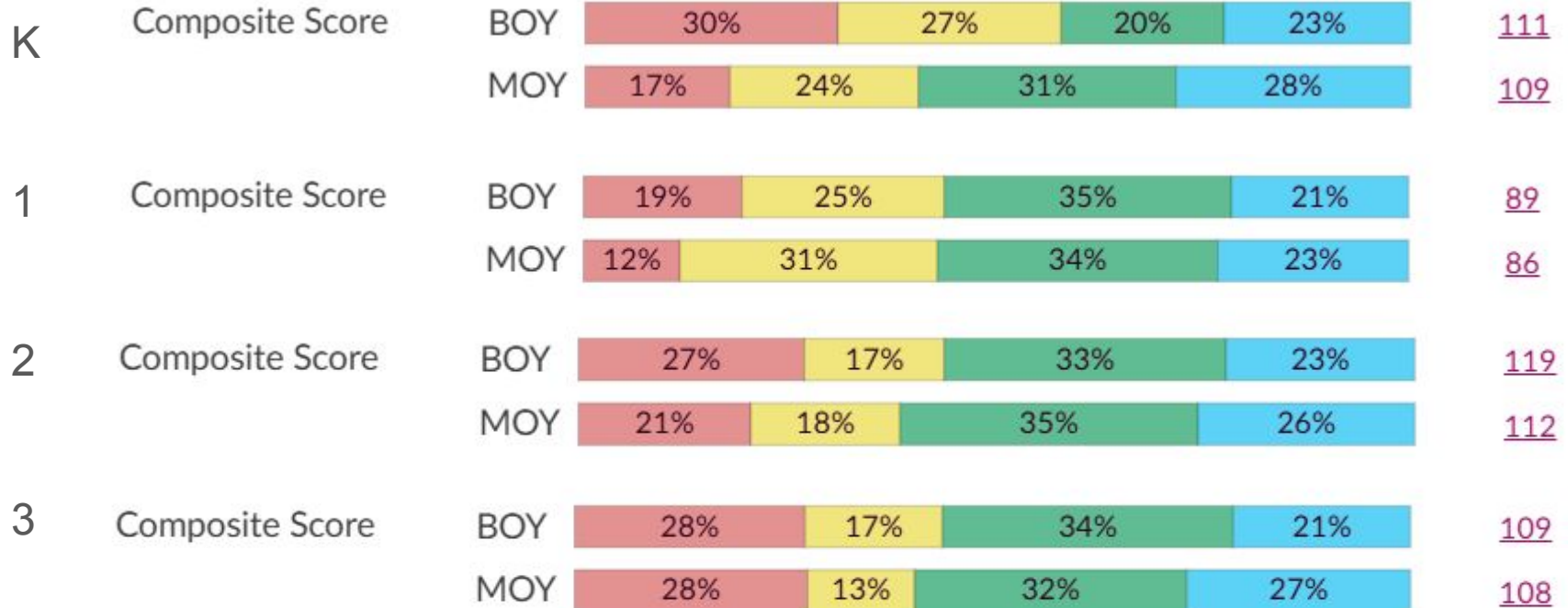
Accurate and Fluent Reading
Reading common words easily, quickly and correctly, measured by DIBELS Word Reading Fluency (WRF). Can your child...
...recognize familiar words without sounding them out?

21
14 17 33
Reading common words (WRF)

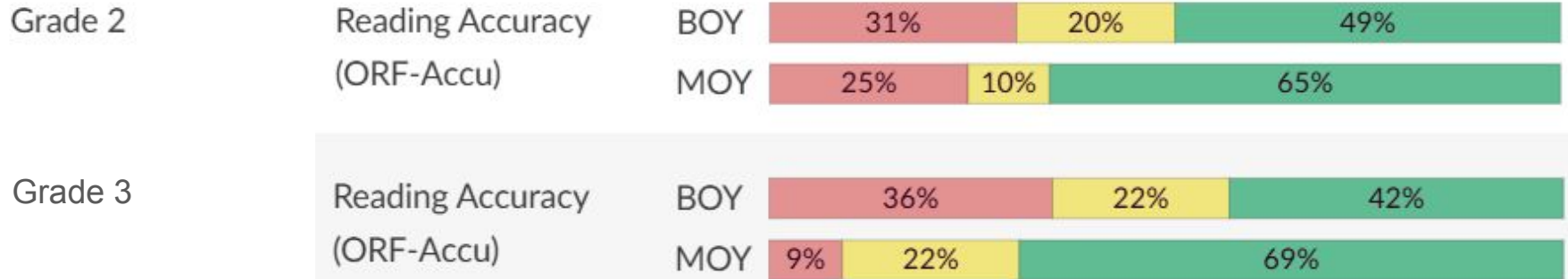
- All parents K-3 have been notified of DIBELS scores for the BOY and MOY
- Support materials have been provided to practice skills at home

Prekindergarten: '23-'24			Kindergarten: '24-'25			Grade 1: '25-'26		
BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Composite								
Well Below	Below	At	Well Below	Below	At	Well Below	Below	At
320	390	441	306	371	420	330	389	441
			Goal 306	Goal 371	Goal 420	Goal 330	Goal 389	Goal 441
			Well Below	Below	At	Well Below	Below	At
Letter Names (LNF)								
			Goal 29	Goal 37	Goal 42	Goal 42	Goal 57	Goal 59
			Well Below	Below	At	Well Below	Below	At
Phonemic Awareness (PSF)								
			Goal 5	Goal 29	Goal 44	Goal 31	Goal 43	Goal 45
			Well Below	Below	At	Well Below	Below	At
Letter Sounds (NWF-CLS)								
			Goal 9	Goal 25	Goal 31	Goal 30	Goal 52	Goal 55
			Well Below	Below	At	Well Below	Below	At
Decoding (NWF-WRC)								
			Goal 1	Goal 3	Goal 7	Goal 5	Goal 14	Goal 15
			Well Below	Below	At	Well Below	Below	At
Word Reading (WRF)								
			Goal 1	Goal 4	Goal 10	Goal 12	Goal 17	Goal 25
			Well Below	Below	At	Well Below	Below	At
						Reading Accuracy (ORF-Accu)		
						Goal 67%	Goal 87%	Goal 91%
						Well Below	Below	At
						Reading Fluency (ORF)		
						Goal 10	Goal 21	Goal 39
						Well Below	Below	At
Vocabulary (VOCAB)								
			Goal 15	Goal 15	Goal 16	Goal 18	Goal 19	Goal 19

What is data telling us? (overall)



What is data telling us? (decoding)



What is data telling us? (2nd yr students)

Mid year to Mid year	LNF	PA	NWF CLS	NWF WRC	WRF
Kindergarten 24-25	59%	56%	47%	62%	55%
First Grade 25-26	63%	80%	61%	69%	59%
	+4%	+24%	+14% pt.	+7% pt.	+4%

What is data telling us? (SBA prediction)

STAR-At or Above	Fall	Winter	Growth
2	48%	53%	+5%
3	56%	61%	+5%
4 (SBA - 67%)	69%	72%	+3%

What is needed for continued success?

- ❑ Time and resources to roll out Grade 5
- ❑ “Lab days” internal work with coaches and teachers
- ❑ Ongoing PLC and planning time with teams
- ❑ Data driven small group supports and interventions
- ❑ Peer collaboration around instructional look-fors
- ❑ Revision work on Report Card indicators
- ❑ Social studies/science alignment
- ❑ Interdisciplinary connections
- ❑ Valuing both the science and “art” of teaching
- ❑ Transitioning instructional models from elementary to middle school