

Curriculum/Instruction Subcommittee

Monday, November 25, 2024 7:00 PM

Meeting Access: Curriculum Subcommittee (11/25/24 at 7:00 p.m.) Web:
<https://zoom.us/j/91284435095> Dial In: (929) 205-6099 Meeting ID: 912 8443
5095, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF THE MINUTES

II.A. October 28, 2024 – Regular

III. INFORMATION ITEMS

III.A. Eduplanet Overview (*Strategic Planning Goal:
Curriculum*)

III.B. Data to Inform Instruction (*Strategic Planning
Goal: Instruction*)

III.C. AI Work Group (*Strategic Planning Goal:
Instruction*)

IV. ACTION ITEMS

V. OTHER

VI. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Curriculum Subcommittee Meeting

Name of Subcommittee: Curriculum

Meeting type: Regular

Date of Meeting: 10/28/24

Minutes submitted by: Tim Blair

Members present: Kathy Baker, Tim Blair, Greg Flanagan, Sue Huwer

Members absent:

Other attendees: Ken Craw, Kristine Woleck, James D’Amico, Allyson Story, Dom Cipollone

Place of meeting: Meeting Access: Curriculum Subcommittee (10/28/24 at 7:00 p.m.) Web:

<https://zoom.us/j/94943172328> Dial In: (929) 205-6099 Meeting ID: 949 4317 2328

Meeting called to order: at 7:00 p.m.

II. APPROVAL OF MINUTES

A. September 23, 2024

Motion: To approve the minutes of September 23, 2024, as presented

Made by: Sue Huwer

Seconded by: Kathy Baker

Recording of vote: In favor: Consensus

III. INFORMATION/ACTION ITEMS

A. K-5 Literacy Resource Implementation Update (*Curriculum & Instruction Goals*)

Dr. Woleck introduced the new reading materials. Allyson Story presented. Information was shared on the new Bookworms program, what it looks like, how it is implemented and the impact it is having thus far on students. Allyson went on to share the evolution of this program, an overview of the beginning stages to where we are now, and touched on next steps. One of the upcoming next steps is for a few consultants from Open-Up resources to come in and share best practices alongside the teachers. A few questions about those consultants and their role were discussed and answered.

B. High School Graduation Requirements Discussion (*Curriculum & Instruction Goals*)

James D’Amico presented. Of the 26 credits required for graduation, a change in legislation from the state has impacted the SEE (Senior Enrichment Experience) credit or the credit typically used by the senior through an internship. Beginning in 2027, the half credit of personal financial management may be counted toward a student’s STEM credit requirement. In addition, beginning in 2027, there will no longer be a state requirement for a one-credit mastery-based diploma assessment, such as the SEE program we currently require here in NF. We have time to decide if we would like to continue and improve on this program.

C. Social Media / Cell Phone Education - Student and Family Spring Presentation

Update (*Wellness Goal*) - Dr. Woleck presented and spoke about the importance of presenting the issue from the broader perspective of overall student wellness. She spoke of having an expert in the field come to speak to the school community named Max Stossel, who has provided many speeches in regards to social media, technology and its impact on our society. This speaker has been to other districts close by and all have given positive feedback regarding the impact of the message. This presentation will occur in April. Some questions surrounding feedback from other districts, how this will be funded, and how we can perhaps have similar experiences even before April.

IV. OTHER – Dr. Woleck gave an update that 4 students will be attending the trip to France in February.

V. ADJOURNMENT

Motion to adjourn: Made by: Tim Blair

Seconded by: Greg Flanagan

Recording of vote: All in favor

Meeting adjourned at: 7:57 p.m.

Introducing Eduplanet

Board of Education Curriculum Subcommittee
New Fairfield Public Schools
November 25, 2024



Curriculum



HOW STUDENTS LEARN

- Professional Learning Sessions
- Student Voice / Focus Groups



SYSTEMS & STRUCTURES

- Curriculum Framework / Criteria / Guidebook
- Curriculum Design Cycle (5-Year Map)
- Electronic Curriculum Platform



IMPLEMENTATION

- Stage 1 / Transfer Goals - All Disciplines
- Full Curriculum Model - PreK-12 Science
- Standards Review / Research - Social Studies

**Knowledgeable
Scholars**



**Talented
Communicators**



**Critical & Creative
Thinkers**



**Engaged Global
Citizens**



**Self-determined &
Self-reliant
Individuals**





English Language Arts



Mathematics



Science



Social Studies



Business



Informational Digital Literacy



Performing Arts



Pre School



What is Eduplanet?

In addition to professional learning modules ...

Dynamic Curriculum Design Tool

- Provides collaborative, customized curriculum design formats (UbD-aligned)
- Allows shared access across PK-12 staff
- Aligns curriculum, assessment, and instructional documents to Standards and analyzes them to inform adjustments

Forward-Facing Curriculum Platform

- Provides user-friendly curriculum access to families and the community
- Allows for timely updates of curriculum on NFPS website
- Provides student-accessible curriculum storyboard templates for connecting curriculum to instruction in the classroom

Grade 5 Science

Essential Question(s)

How can energy be transformed?
How can energy cause matter to transform?

QUARTER 1

Force, Motion, Energy: Wheel! Energy causes motion.



THE FOCUS OF THE STORY

Roller coasters and F-18s move fast, but how? We will explore how forces transfer energy, and what happens to an object's motion when multiple forces act upon it. We will ask questions, investigate, and analyze data to make sense of motion.

LEARNING TARGETS

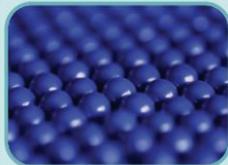
I can ask questions about how energy works through forces to move objects.

I can plan and conduct an experiment to determine the effects of the net force acting on an object.

I can collect and interpret data related to force and the motion of objects.

QUARTER 2

Matter: Whoa! Energy causes matter to change!



THE FOCUS OF THE STORY

What exactly is matter, and what happens to it when it's combined or heated? We will investigate this question and then use what we learn to solve real-world problems.

LEARNING TARGETS

I can construct a simple model to show that matter is composed of atoms.

I can solve a problem by designing a process to separate two or more types of matter within a mixture.

I can use data to show what happens when energy causes a phase change.

QUARTER 2

Electricity: Wait! Energy is useful, but limited.



THE FOCUS OF THE STORY

We know what energy is, but how can it be transformed into electricity so that we can use it? We will explore the relationships between electricity, energy, and magnetism and then consider how to use our data to find creative solutions to problems.

LEARNING TARGETS

I can explain the relationship between energy, electricity, and magnetism.

I can design a solution to a problem using what I know about electricity and electromagnets.

I can use data to determine solutions for conserving energy.

QUARTER 3

Sound and Light: Wow! Energy exists in many forms.



THE FOCUS OF THE STORY

Sound and light seem so very different, but are they? We will ask questions and investigate the ways sound and light travel. Then, we will use what we know to determine how sound and light can help us do work and solve problems.

LEARNING TARGETS

I can identify ways that sound and light are similar and different.

I can use a design process to solve a problem using what I know about sound and light.

I can use observations and data to support conclusions about how sound and light travel.

QUARTER 4

Earth's Structures: What? Energy causes matter to transform.



THE FOCUS OF THE STORY

Is Earth's energy really causing the ground we stand on every day to change? We will study Earth's internal energy and explore how it impacts Earth's structures. We will then consider how to mitigate those changes to reduce the impacts.

LEARNING TARGETS

I can use models to show the structure of Earth and how Earth's crust moves and changes.

I can classify rocks based on how they were formed.

I can describe the relationship between Earth's energy and the forces which cause change on Earth's surfaces.

Next Steps with Data

Board of Education Curriculum Subcommittee
New Fairfield Public Schools
November 25, 2024



NFPS PK-12 Assessment System



District Assessment Calendar 2024 - 2025

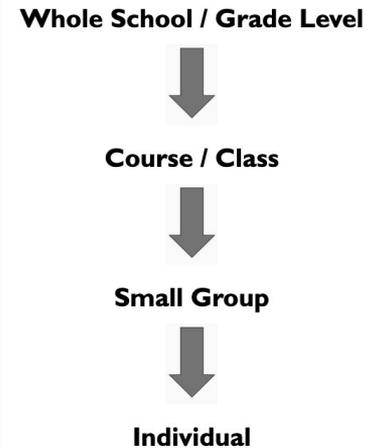
Benchmark / Universal Screening Assessments	Grade	Fall Testing Window	Winter Testing Window	Spring Testing Window
Kindergarten Entrance Inventory/ESGI	K	Snapshot: October 16; Submission: December 6		
DIBELS (foundational literacy skills)	K-3 (4-5 Maze / ORF only)	September 23 - October 11	January 23 - February 5	May 19 - May 30
i-Ready Math/Reading	1-5	Math: September 23 - October 2 Reading: September 30 - October 11	Math: January 21 - January 30 Reading: January 30 - February 12	Math: June 2 - June 6 Reading: May 27 - May 30
i-Ready Math/Reading	6 - 8	Math: September 16 - September 18 Reading: September 23 - September 25	Math: January 13 - January 15 Reading: January 21 - January 23	Math: May 27 - May 29 Reading: June 2 - June 4
OLSAT	3 & 6		October 23 - October 27 (grade 3)	March 17 - March 31 (grade 6)
Aperture (K-5 Teacher survey; 6-12 Student self-assess)	K-12	October 1 - October 15	February 1 - February 15	May 15 - June 6
Additional Assessments				
LAS Links (EL / ML)	K - 12		January 2 - March 7	
Interim Content Assessments (IABs, FIABs) (formative)	3 - 8	Math, ELA - English/Language Arts, Science	Math, ELA - English/Language Arts, Science	Math, ELA - English/Language Arts, Science
DIBELS (progress monitoring)	K - 3	Foundational literacy skills (as needed)	Foundational literacy skills (as needed)	Foundational literacy skills (as needed)
iReady Toolbox (progress monitoring)	1-8	Math / Reading (as needed)	Math / Reading (as needed)	Math / Reading (as needed)
External Summative Assessments				
CT Smarter Balanced ELA and Math	3 - 8			April 28 - May 9 (Grade 3-8)
CT NGSS (Science)	5, 8, 11			May 12 - May 13 (Grade 5 & 8) April 1 - 4 (Grade 11)
PSAT 8/9	9			March 25
PSAT & PSAT/NMSQT	10 & 11	October 24		
CT SAT School Day	11			March 25
Seal of Biliteracy	9-12			April 7 - April 11
AP Exams	10-12			May 5 - 9 & 12 - 16

Guiding Principles: Assessment Data Analysis

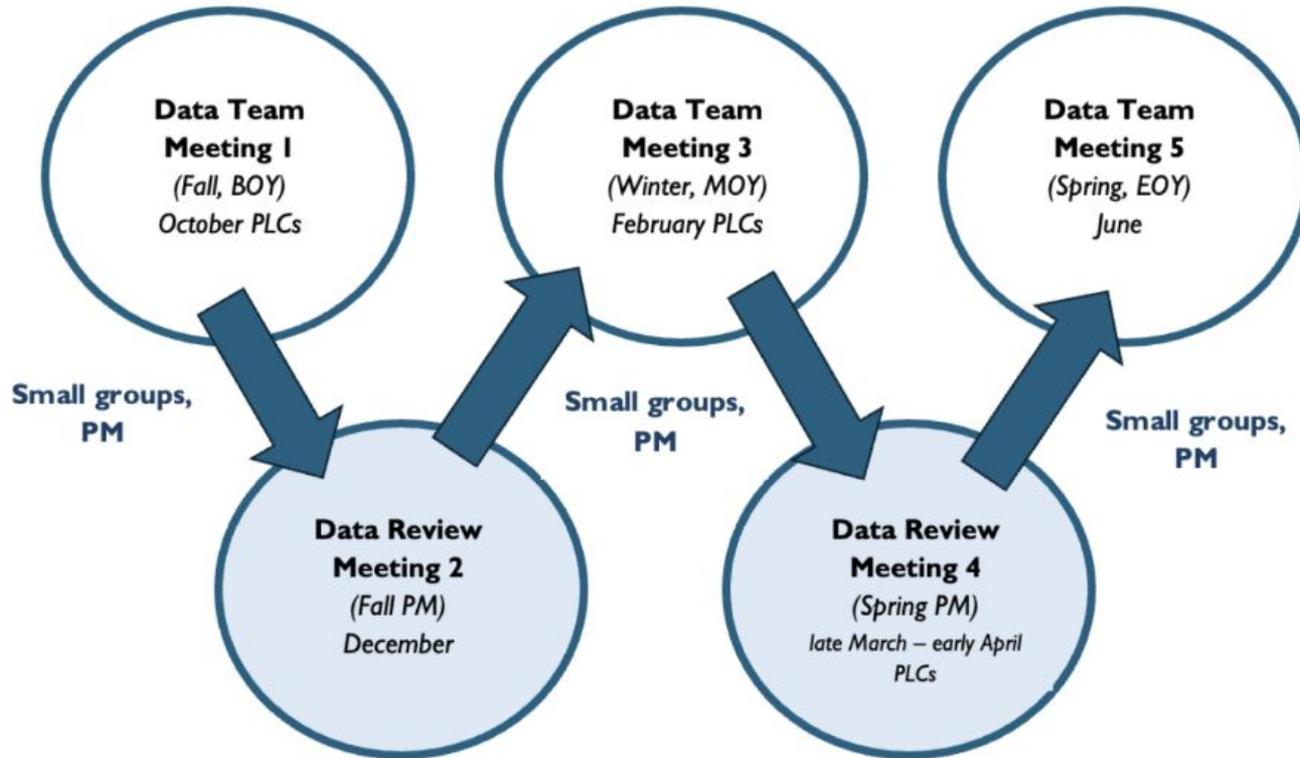
Vision: Responsive teaching to meet the needs of each student is informed by assessment data that is monitored, reviewed, and analyzed in cycles of continuous improvement.

Structures for Coherence and Consistency: Structured analysis of assessment data through the use of data protocols allows for root cause understanding and identification of specific learning targets to support student needs.

Collective Efficacy and Collaboration: Analysis at multiple levels allows for shared ownership and builds collective efficacy in addressing learning needs and planning for targeted differentiated instruction.



Data Team Meetings



Amplify. [Home](#) [mCLASS](#) [REPORTING](#) [ASSESSMENT](#) [DEMO](#)

Admin Reporting English Classroom Reporting

mCLASS® District: New Fairfield School District School: New Fairfield Elementary Class/Gr

Benchmark Progress Instruction Home Connect

Beginning of Year Middle of Year End of Year Summary

		Composite	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Fluency ORF
Class Summary	Well Below Benchmark	0% 0 Students	0% 0 Students	0% 0 Students	0% 0 Students	0% 0 Students	0% 0 Students
	Below Benchmark	0% 0 Students	0% 0 Students	0% 0 Students	0% 0 Students	0% 0 Students	0% 0 Students
Students Assessed	At	0%	0%				

psj@mclass.amplify.com/reports/myreports

CONNECTICUT STATE DEPARTMENT OF EDUCATION
COMPREHENSIVE ASSESSMENT PROGRAM | Reporting

Dashboard Generator

These are 2024-2025 school year reports. [Change the reporting time period.](#)

Which test groups would you like to start with?

- Interim
- Science
- Interim Assessment Blocks (IAB)
 - ELA
 - Mathematics
- Interim Comprehensive Assessment (ICA)
 - ELA
 - Mathematics

Make these my default selections.

[Go to Dashboard](#)

i-Ready Management Assess & Teach Reports Help

Diagnostic Status Diagnostic Results Instruction Standards Mastery Diagnostic Growth

Monitor Diagnostic

Track progress through the Diagnostic to ensure all students complete the assessment successfully.

[Reading](#) | [Math](#)

Teacher Toolbox
Instructional material and resources

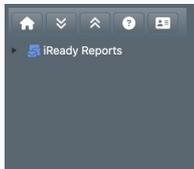
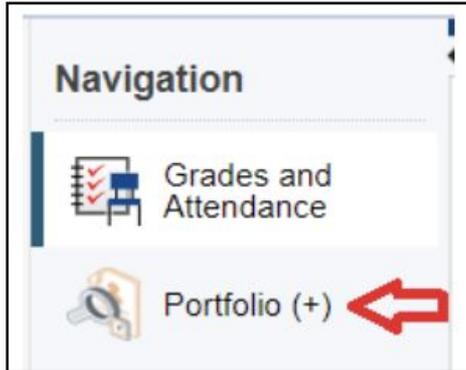
Online Educator Learning
Online courses that complement Teacher PD

i-Ready Central
Tips, tools, and guidance to support use of i-Ready

Tools and Tips

- [Leader Kit for Getting Good Data](#)
- [Presentation to Help Staff Get Good Data](#)
- [Helpful Resources to Get Good Data](#)

Family Communication



Welcome!

New Fairfield Public Schools is committed to partnering with families in support of student learning and growth. This portal provides access to student assessment results to allow you to have insights into your child's strengths and areas for growth.

This data is just one of the tools that our staff use to inform instruction to be responsive to a student's learning needs. Thank you for taking the time to review your child's assessment results and for taking an active role in your child's education.



NEW FAIRFIELD PUBLIC SCHOOLS

3 Brush Hill Road, New Fairfield, CT 06812
Phone: 203-312-5668 Fax: 203-312-5609 www.newfairfieldschools.org

Kristine Woleck, Ed.D.

Assistant Superintendent of Curriculum and Instruction

November, 2024

Dear Parents and/or Guardians,

NFPS students in grades 1-8 recently completed the fall administration of the **iReady Diagnostic** in reading and mathematics. This letter shares with you information about the iReady Diagnostic and how you can view your child's progress across the year in our PowerSchool system.

The i-Ready Diagnostic is a computer-based, adaptive tool that monitors student progress against end-year, grade-level Standards. The Diagnostic is administered at the beginning, middle, and end of the school year to track student growth over time.

Your child's iReady Fall Diagnostic results are available in the [NFPS PowerSchool Portal](#):



1. Login to **PowerSchool**
2. Click on the "**Portfolio (+)**" icon in the Navigation bar on the left-hand side of the screen.
3. Click on the **small, black arrow** to expand the **iReady folder**.
4. Open the **iReady Report** subfolders for math and reading.

If you require a paper copy, please reach out to the administrative assistant at your child's school.

Further details regarding iReady and navigating the student report are linked [HERE](#), or you can view a [presentation HERE](#) to learn more about iReady. As you review your child's results, keep in mind that this report is just one of **multiple sources of data** used to monitor student learning. As teachers examine the data from this tool and other assessments in the classroom, they note student strengths, set growth goals with students, and identify resources to support a student's "next steps" in learning.

If you have any questions regarding your child's report, please contact your child's teacher or school principal. We appreciate your partnership as we work together to support our students' learning and growth.

Sincerely,

We are a community of learners dedicated to academic, social, and personal excellence.

AI Work Group: Getting Started

Board of Education Curriculum Subcommittee
New Fairfield Public Schools
November 25, 2024



The image features a central glowing square chip with the letters 'AI' in white. The chip is surrounded by a complex network of blue circuit lines and dots on a dark blue background. The 'AI' text is rendered in a clean, sans-serif font. The overall aesthetic is futuristic and technological.

AI

Why AI?

- Preparing for careers and work environments of the future (and present)
- Enhanced learning experiences / engagement (*durable tasks*)
- Personalized learning
- Opportunities for feedback



- Efficiency of operational tasks
- Research and innovation
- Accessibility improvements
- Critical thinking

With some caution ...



- Ethical considerations
- Over-reliance on AI
- Plagiarism
- Inappropriate / Unacceptable use

About Digital Literacy



AI falls under the broader umbrella of **digital literacy**.

Digital literacy entails:

- **Digital safety**
- **Media and information literacy**
- **Digital well-being**
- **Social responsibility**

This requires critical thinking skills, questioning, and a stance of inquiry.

Coming Soon: AI Work Group



Essential Question: How can AI be leveraged appropriately and ethically in NFPS as a tool for innovation, efficiency, and learning across stakeholders?

Objectives

- (1) To bring together stakeholders with multiple perspectives to develop guiding principles for AI that are situated in the broader context of digital literacy.
- (2) To research, examine, and shape guidelines / norms for the permissible and ethical use of AI in NFPS (including student-facing norms).
- (3) To explore, examine, and experience AI tools and resources in order to inform professional learning for all faculty and staff and learning experiences for students.