



Curriculum and Instruction Committee Agenda

March 2, 2022

Start time: 6:30 PM

- 1. Welcome**
- 2. Grade Update CHS (Principal Sanchez, Dr. Bean-Folkes, Mr. Misbahuddin) Presentation in the Google shared folder**
 - a. Teachers prioritized learning in 2020-2021**
 - b. Teachers shared all concepts covered in 2020-2021 to better prepare for learning in 2021-2022**
 - c. Math Start Strong assessments were broken out by test subject and not just grade level**
 - d. Start Strong scores were also shared from October and then the scores from the 2nd round Star Assessments and there was significant progress.**
 - e. Mr. Misbahuddin also broke down these scores by demographics.**
 - f. Student Attendance risk ratio was also shared**
 - g. Student Rep Morros - What is being done at the middle school and high school level to help Algebra 1 students? Summer assignments were quizzing students with what they might have missed. Was this info used to inform teachers?**
 - i. Yes, what it showed is the students who did the assignments did well.**
 - h. Rep Morros thank Mr. Misbahuddin for the summer tutoring sessions.**
 - i. Board Member Malespina How many kids are taking advantage of math lunch support.**
 - i. 112 invited and 53 accepted**
 - j. Board Member Malespina Has concerns about the consistency of teaching in math levels - When we move to a lower level it seems like the quality of teaching changes. It seems that the classes are completely different from the higher-level classes - rigor, assignments, curricular experiences. Board Member Siders - it is not just in STEM it is everywhere.**
 - i. Mr. Misbahuddin - The curriculum is the same, but the grading is different. We now have teachers plan together and Mr. Misbahuddin tries hard to make sure that all teachers teacher all levels.**
 - k. Board Member Malespina - When we have middle schoolers**

taking high school classes are these opportunities actually hurting more than helping?

- i. Dr. Friedman - I have found in both of my last 2 districts that this is definitely so. I have not looked deeply at our data in this area yet, but will. Dr. Friedman has also had conversations with other Districts on this topic and the data seems to say the same. Mr. Misbahuddin - Until we do something about this the data will not change.
- l. Board Member Malespina - Can we see this data?
 - i. Mr. Sanchez has looked at this data at the middle school and is surprised by the number of students who take geometry in 8th grade but fail NJSLA
- m. Board Member Winkfield - We need to grapple with the legacy of those who end up in these classes.
- n. Board Member Malespina - Have we thought about just having Algebra for 8th grade?
- o. Dr. Friedman - We could do this successfully by using differentiation. When you hold the line based on data and professional opinions this can be done.
- p. Board Member Winkfield - Stuck on the idea of giving students in high school academic and honors. Why can't we just make it one algebra class and differentiate?
- q. Board Member Malespina - In a nutshell, I think students take these classes because it is better on their transcripts that is the reward
- r. Board Member Siders - I have seen this - We need to have a serious conversation about what is happening at academic level classes. No one wants their child in academic levels because we do not provide students with a good education at that level. Teacher expectations and rigor for academic students are so low.
- s. Mr. Sanchez - This would be a great thing for us to talk about in our Building Admin and Supervisor meeting next week.
- t. Board Member Winkfield - I really think that we need to formalize this conversation. The data continues to look the same year after year. We need to look at the systems and the interpersonal relationships. March is the time for us to be thinking of this.
- u. Dr. Taylor - This is an innovative conversation. The big thing that connects to this is the master schedule. We have been looking at this and thinking about 2023-2024 for the new schedule but also looking at deleveling more.
- v. Ms. Budine - At her old district everyone was in a multi-level class. They had the option to do the honors work. It didn't hurt them if they bombed the assignment. It could only help them.

- w. Mr. Sanchez - Why were grades delayed? Grades were always available to see. We did not upload until later because of the new letter grading system. We noticed an issue and we did not want to report cards to go out until it was fixed. We ensured seniors were completed first for transcript reasons.
- x. Mr. Sanchez Failure data - 4 years of data was shared.
- y. Shared what's working -
 - i. Cougar Academy - 2 FTE (1 Science 1 Math)
 - ii. These teachers have intervention backgrounds
 - iii. Courses capped at 10
- z. Math Kickstart
 - i. 57% of kids passing all of thier classes
 - ii. 35.7% passing thier math class
- aa. Science Kickstart
 - i. 37% Passing all classes
 - ii. 58% passing science
- bb. Jameel explained many of the STEM supports that have been put in place
- cc. Board Member Telesford - Lunch time help - Is study hall offered still?
 - i. Mr. Sanchez - Conference period is 9th period and there are study halls. Students can go to the SLAM lab during that time for support from teachers. We do not pull teachers from the SLAM lab to cover classes.
- dd. Board Member Malespina - SLAM Lab attendance? Yes we have attendance and can send it out.
- ee. Board Member Malespina - Cougar Prep is working - If you had all the money, how many kids could use this program?
 - i. Mr. Sanchez - I do think we are lucky to have the LOFT and a general education social worker. I do think the biggest correlation to failures is attendance. We did speak about this last year being a need of support in this area. A social worker could do this work. A teacher in SS for the Cougar Academy would be helpful. I think having a data person would help so much that we can do this work in realtime.
 - ii. Board Member Telesford - Are there any extra supports that these students need. We can have all these academic issues but what are the underlining issues?
 - iii. Board Member Winkfield - The transition to middle school is very striking.
 - 1. Teacher/parent partnerships very low
 - 2. Need to look at executive functioning
 - 3. Kids slipping through the cracks at many levels - Parents are getting form letters at the high school

level stating that they are failing

iv. Dr. Bean-Folkes

- 1. ELA Star Assessments - We have done well in reading, but language is where we are struggling. Spelling is much more consistent - middle school have vocabulary program. HS is focusing on vocabulary and grammar work especially in 9th and 10th grades. Curriculum work this summer will focus on this.**
- 2. K-2 PAR assessments - screening tool for Dyslexia and gives us a warning about other reading issues.**
- 3. Kindergarten is now being added to Academic Intervention sessions**
- 4. TC and Star data is what we use for starting interventions quickly.**
- 5. We are still growing based on data. The only loss is 11th grade - everyone else is growing.**
- 6. K, 1, 2 receive intervention services when they score below benchmark. The Academic Intervention(AI) teachers are working with classroom teachers and parents.**
- 7. We are beginning to release some of our AI students because they have tested out of the service. Very few to almost none are being added. Students who are being added are mostly kindergarteners**
- 8. Grades 3-5 are getting intervention with classroom teacher and Freckle online support**
- 9. Middle school - 6th have intervention teachers**
- 10. Now that we will have tutoring and afterschool programming we have a lot of interventions for our older students.**
- 11. When we look at the high school we are looking at student voice and choice, looking at the purposeful assignments, extending due dates when needed, 1:1, and small group tutoring**
- 12. 9th-grade humanities cohort**
 - a. Coupling English and History.**
 - b. 40 students**
 - c. 2 general education and 2 special education teachers working collaboratively**
 - d. Strengthen reading and writing skills across both content areas**
 - e. Surveyed students. 95% feel really supported**
 - f. We are teaching to be successful - no one will**

fail

- g. 76% are willing to continue to Honors. 2 students decided that they would not move to honors for what we believe might be fear. We are still working with them.
- h. 47% felt that coupling the courses helped
- i. 65% felt that back to back classes were helpful
- j. What are the next steps?
 - i. Expanding the Cohort to 1 more
 - ii. Need to increase staffing in history and English
 - iii. Review course content in 9th and 10th grades
 - iv. Working to bring success from K-8 to 9-10
 - 1. Small Groups
 - 2. Increase independent reading
- k. Student Rep. Morros
 - i. How did you select these students who were surveyed?
 - 1. Everyone who is in the class weresurveyed
 - 2. The selection of students was by teachers, counselors, and parents at the middle schools
- l. Board Member Malespina
 - i. This seems to be working, how can we expand this? Do you think this could work with all 9th graders? Is this doable?
 - 1. We have already started to talk about this. To do this across the board this next year might be impossible, but the following year could be feasible.
- m. Mr. Sanchez
 - i. Wants:
 - 1. Attendance Support
 - 2. Additional SS and English Teachers
 - 3. Enhancement in counseling
 - 4. Data person

3. Start Strong Deep Dive Data Added to Shared Folder (Dr. Friedman, Ms. Bodnar, Mr. Misbahuddin, Ms. Beane, Dr. Bean-Folkes) Data is in the

shared folder. This presentation was woven into the first presentation

4. Approvals:

a. Curriculum

i. AP Computer Science A - STEM (New)

b. Field Trips

i. Upcoming Field Trips

- 1. Seth Boyden NJ Sea Grant Consortium, Sandy Hook, NJ**
- 2. MMS SOPAC, Bowtie Cinemas (HUB)**
- 3. CHS North Brunswick Township High School, North Brunswick, NJ (Model UN)**
- 4. CHS Selfie Stations, Westfield, NJ (LOFT)**
- 5. CHS Yestercades of Westfield, Westfield, NJ (LOFT)**
- 6. CHS The Gravity Vault, Chatham, NJ (LOFT)**

ii. Additional Destinations Added to Statement of Assurance

- 1. NJ Sea Grant Consortium, Sandy Hook, NJ**
- 2. SOPAC, Bowtie Cinemas, South Orange, NJ (HUB)**
- 3. North Brunswick Township High School, North Brunswick Township, NJ (Model UN)**
- 4. Selfie Stations, Westfield, NJ (LOFT)**
- 5. Yestercades of Westfield, Westfield, NJ (LOFT)**
- 6. The Gravity Vault, Chatham, NJ (LOFT)**
- 7. The Oval at South Mountain Reservation, Maplewood, West Orange, Millburn**

5. Policies:

First Read - All being moved to April

- a. 5460 High School Graduation**
- b. 2415.05 Student Surveys, Analysis, and/or Evaluation**
- c. 2431.4 Prevention and Treatment of Sports-Related Concussion and Head Injuries**
- d. 2622 Student Assessment**
- e. 5541 Anti-Hazing**

Second Read - All moving forward

- a. 9130 Public Complaints and Grievances - Very small changes were made to forms that are in regulations. These changes were made based on other districts that have already had grievances - Board Member Malespina had these changes**
- b. 8330 Student Records**
- c. 2480 Alternative Education Programs (M)**

6. Special Services:

a. Staffing

- i. We found a BCBA and will be coming aboard in April. We are looking for another**

- ii. New OT and speech therapists have started
 - 1. Need another OT
 - iii. Trying to fill teacher positions
- b. Risk Assessment and Depression Screening workshop for all counselors, school psychologists, and social workers
 - i. They are up and running and ready to go. This tool is more comprehensive
- c. I&RS needs assessment
 - i. Collected information from each building
 - ii. We identified a few areas that need to be addressed
 - iii. Ms. Budine was happy to see the work that was done with I&RS. All buildings have pretty solid functioning teams.
 - iv. We would like to have more consistency
 - v. Establish minimum requirements for scheduling and process, forms
 - vi. Store paperwork in a consistent way so that it is easy to share information
 - vii. Ensure that schools have a consistent intervention basis to pull from
 - viii. Communication with families - We will have one means of communication that is consistent across buildings
 - ix. Next steps C&I and SPED
 - 1. Action plan
 - 2. Parameters
 - 3. Training
 - 4. Monitoring
- d. Board Member Malespina - Concerned as an educator of what we are not doing. Common sense things that should be done weren't happening. New people were not trained in the way that they needed to be.
- e. Board Member Siders - What is the timeframe for an I&RS cycle? Parents do not have a clear understanding of how long that should be.

7. April C&I Preview

- a. Equal Opportunity Schools Update and Plan for 2022-2023 - Jessica Lamb