

**Salem Public Schools  
Salem School Committee  
CURRICULUM SUBCOMMITTEE  
Meeting Minutes  
January 10, 2023**

On January 10, 2023 the Curriculum Subcommittee held its regular meeting using the Zoom on-line meeting platform.

**Members In Attendance:** Dr. Kristin Pangallo and Ms. Amanda Campbell

**Others in Attendance:** Deputy Superintendent: Kate Carbone, Salem High School Principal: Glenn Burns, College and Career Center Director: Ms. Meghan Sousa

**Call of Meeting to Order**

Meeting was called to order at 5:38pm.

**Approval of Minutes**

Dr. Pangallo notes she has emailed the School Committee secretary to make a small revision to the December 6, 2022 meeting minutes. Dr. Pangallo requests a motion to approve the minutes of the November 8, 2022 and December 6, 2022 Curriculum Subcommittee meetings. Ms. Campbell made the motion. The motion was seconded by Dr. Pangallo. A roll call vote was taken.

Ms. Campbell Yes

Dr. Pangallo Yes

Motion carries 2-0

Dr. Pangallo also notes she will be emailing the rest of the School Committee members the December 6, 2022 meeting minutes due to having budgetary implementations and reasoning around the libraries. Dr. Pangallo thought her fellow colleagues on the School Committee would benefit from reading the December minutes in regards also to the accelerated math programs. Dr. Pangallo opens the meeting to begin the discussion of the Programs of Study and the High School ELA curriculum review

Ms. Carbone notes we typically have this meeting so members of the high school can share with the Curriculum subcommittee and propose planned adjustments and revisions based on faculty and student feedback.

**Programs of Study**

Salem High School Principal Glenn Burns notes Ms. Meghan Sousa will lead us through the presentation. All proposed changes increase the Program of Studies' effectiveness as a tool for achieving redesign goals.

Ms. Sousa shares a presentation with the programs of study. As a recap, Ms. Souza reviews the high school's redesign guaranteed experiences which include a four- year personalized graduation plan, high quality social- emotional and academic learning, credits or credentials earned through advanced coursework, participation in the arts, and participation in at least one extra-curricular activity. The Alignment Process includes partnership discussions with NFTE, SSU, and NSCC to vet and select opportunities to expand on Credits and/or Credentials. Also, Departmental Alignment leaders analyze course offering and course descriptions with their teams to make proposals that align to Redesign goals.

Ms. Souza notes to begin the proposed alignment, first we would formalize the course trajectory of existing and new strands. Examples would be liberal arts pathway, programming and web, graphic design, marine service technology, medical assisting-pharmacy tech, early education and care-edrising.

Ms. Sousa gives a brief overview of what the current college offerings are at Salem High School. For the 10/11th grade there are outdoor recreation and the environment, communications for civic engagement & social justice, writing foundations, US history & government, first year seminar, and travel study- voices of witness.

For the 12th grade, there is intro to business, principles of macroeconomics, healthcare in the US, human rights and public health, introduction to world art, global studies:people, place and environment, marketing principles, and introduction to entrepreneurship. To expand these offerings, North Shore Community College offers for grade 10 - digital media literacy, grade 11/12 - composition 101 and introduction to sociology, and intermediate ML - ESL integrated skills and writing and grammar. The student would receive a college credit towards these courses.

Ms Sousa reviews the expansion of advanced coursework offerings which include programming web along with cybersecurity, computer science principles, and computer science A. These would be coded as AP courses and under a MassCore course. The Expansion of CVTE Perkins Funded Pathways - Graphic Design - this provides scholars with micro credentials and certification through a Perkins Funded Program. This was added to exploratory as a pilot ST 22-23. Marine Service Technology is a high demand pathway especially due to Salem's MAritime Industry. This will allow scholars the ability to earn certification in high school including but not limited to Yamaha Marine Service Technician. Leveling sequence will follow standard CVTE coursework.

Ms. Sousa notes the ED rising pathway. Community based movement that provides "grow your own educators programming" Also, the pharmacy technician through med assisting program. This partnership is through CVS. Students receive this certification of completion and micro credentials. Expanding unified sports through special olympics. The last part of changes of programs of study is to align core courses with MASSCORE and increase high academic expectations of all scholars.

The proposed language would change 1 Unit to equal 1 Full Year Course, credits assigned by hours in each course. For example Math - algebra 1 is a double block= 2 credits but is one course = 1 unit. Students receive correct credit for time on learning but will require to take math senior year to fulfill unit requirements. The impact will be that students will still be required to have 26 credits to graduate, unit requirements align with MassCore requirements, and high expectations for advanced coursework in core content areas will allow students to be better prepared for post-secondary opportunities.

Mr. Burns notes there is also an American Sign Language course that they would like to become available to students as well. This proposed change did not make the slide deck presentation.

Dr. Pangallo asks if the credit and unit proposed changes have been introduced to the students yet?

Mr. Burns confirms as of now, it has not been a conversation with students yet. Changing the language would impact the incoming freshman class and the high school would also educate the current juniors and sophomores as well. The only class with impact right now is the double Algebra One.

Mr. Burns notes this school year we tried to adjust students' math classes. We want to review students' course selections so they are prepared to apply to a four year college and have all their math classes.

Ms. Campbell notes bilingual teachers for advanced dual language coursework and ESL teachers are in high demand.

Dr. Pangallo notes it would be very beneficial to have our students launch into the STEM programs as well.

### **High School ELA curriculum review update**

Mr. Burns gives a quick update which involves seven members of the ELA team. In February they will be piloting a curriculum named Odel, including 9th, 11th, and 12th grade. Ms. Carbone adds that we have a partner from The New Teacher Project who will also be able to facilitate this new process and will work closely with Mr. Burns as well.

### **Standards-Based Grading –Proficiency Scales and Passing Level–Next Steps**

Mr. Burns notes college career readiness and how we get students to this point. The expectation around passing was a really low bar. One of the strengths of Salem High School is having a lot of interventions and supports across our school. Mr. Burns shares a slidedeck to present larger changes to align systems and explore ways to represent student learning and progress through new terms and/or color coding. Examples are: MS meaning a student is performing this skill at grade level, ES means this student's work is consistently above

and beyond what is required, and NY means this student has not shown they can perform this task consistently, YET. They will have opportunities to work on these skills in the future. Mr. Burns reviews the new grading policy that scholars would be earning and how the new formula would impact all the other impacts it would have.

Dr. Pangallo asks if Mr. Burns or Ms. Souza anticipated a shift in students not being able to pass their courses?

Mr. Burns notes he does not base on the strong interventions that are available during tier 1 instructions. Mr. Burns is using a tract specialist, a company caused by Rise, and they have redesigned the support system and interventions for the kids. Mr. Burns plans to keep them caught up as they enter the high school as a freshman and avoid dropping out. Aligning the interventions and organizing the schedules for next year will continue to bring down failure and drop out rates and increase graduation rates.

Dr. Pangallo requested a motion to adjourn the meeting at 6:20pm. Ms. Campbell made the motion. The motion was seconded by Dr. Pangallo. A roll call vote was made.

Ms. Campbell Yes

Dr. Pangallo Yes

Motion carries 2-0.

Respectfully submitted by,

*Krista Perry*

Executive Administrative Assistant to the Salem School Committee and Superintendent