

**Salem Public Schools  
Salem School Committee  
CURRICULUM SUBCOMMITTEE  
Meeting Minutes  
November 1, 2023**

On November 1, 2023 the Curriculum Subcommittee held its regular meeting using the Zoom on-line meeting platform.

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

**Others in Attendance:** Superintendent Dr. Zrike, Deputy Superintendent: Kate Carbone, Ms. Bethann Jellison, Ms. Ellen Wingard, Mr. Gavin Softic, Dr. Kimberly Talbot, Ms. Meghan Carroll, Ms. Sonia Lowe, Ms. Nicole Connolly, Ms. Jaime Nevins, and Mr. Glenn Burns

**Call of Meeting to Order**

Meeting was called to order at 5:38pm.

**Approval of Agenda**

Ms. Campbell made the motion. The motion was seconded by Dr. Pangallo.

Ms. Campbell	Yes
Dr. Pangallo	Yes
Motion carries 2-0	

Ms. Miranda arrives in person at 5:45pm.

**Approval of the Curriculum Subcommittee meeting minutes held on October 4, 2023**

Ms. Campbell made the motion. The motion was seconded by Dr. Pangallo.

Ms. Campbell	Yes
Dr. Pangallo	Yes
Motion carries 2-0	

**Discussion of how GPA is calculated at the high school**

Mr. Glenn Burns notes as students were in senior year parents were voicing their concerns regarding how the GPA was calculated at the high school level. Mr. Burns notes that a lot of Salem High School students were unaware of the program existing. This year the reason for changing the policy is that at Salem State University they are able to hold spots for Salem High students.

Dr. Pangallo notes Mr. Burns has received much pushback regarding this new policy. Ms. Campbell asks Mr. Burns what the communication looks like between the students' families regarding this new GPA calculated policy?

Mr. Burns notes the student was sent home to have a paper to be signed by their parent/guardian regarding their calculated GPA.

Superintendent Dr. Zrike notes parent complaints from a few years ago where some students were getting this counted towards their GPA and some were not. This had become problematic.

Now since there has been an increase in Early College, now it is formally implemented if you take a college class it will assist towards your GPA. Dr. Zrike notes that doing this now retroactively may create problems and families may come back stating you made this exception now for juniors and seniors and now my child is a freshman in college and had this policy been done while they were in high school, their ranking could have been different.

Dr. Zrike notes the new health teacher hired at the middle school does bring along another knowledge from their previous school district they had worked with.

Ms. Miranda asks do we hear pushback from families regarding our health curriculum at this time?

Ms. Wingard notes paperwork is sent home for families to review and their feedback is always welcomed back.

Dr. Zrike notes at some point this school year it may be best to present another public presentation for families to be updated with the health curriculum to share more information.

#### **Update on health curriculum (Consent)**

Ms. Ellen Wingard begins noting the 3.1 strategic plan - prioritizing and attending to the mental health and wellness of every student. Also expand access to quality K-12 physical and mental health services districtwide. The goal is to provide students in grades 3-12 with developmentally-appropriate health education instruction.

Ms. Wingard notes the current staffing resources which includes four full time health educators, physical education teachers, school adjustment counselors, city connects counselors, and school nurses.

Next steps noted are Saltonstall full time employee health educator to support the middle and elementary implementation. Cross departmental team to explicitly map alignment to the standards. Identifying gaps and plans for expanded access. Include health standards in Aspen to allow for more accurate reflection of student progress.

Ms. Wingard notes identifying priority standards for kids and sexual health standards and substance abuse prevention. Ms. Wingard notes teaching consent. In middle school and high

school - geared to sexual consent. Our hope is for our students to receive health class in 9th grade.

Ms. Miranda asks how we are sharing puberty with students?

Ms. Wingard notes the standards of personal safety and consent. We are seeing the effects of middle schoolers who did not have access to socialization.

Ms. Carbone notes there does need to be a point person on all of the curriculum work updates. At this time we are trying to decipher if this is academic support or social/emotional support.

### **Discussion of accelerated math - acceleration for all: district math planning update**

Ms. Carbone notes Priority 1 - Measures of Success which includes all grades/all subjects achieve >60 SGP on MCAs, increase meet/exceed ELA and math proficiency rates, increase to 55% the % of multilingual learners who demonstrate progress on the ACCESS assessment (as defined by DESE), increase percent of students in grades 11 and 12 enrolled in advanced coursework to 65%, increase 4-year graduation rate to 88%, and at least 70% of families report confidence that their child is continuing to learn and succeed in school.

Mr. Burns notes the Salem High School PreAP Rollout update. What this shift means for the high school math pathways is the calculus debate bringing math class into the data age.

DESE provided a high education gateway math course. pre-calculus and calculus, statistics, and discrete mathematics. Preparing students for Advanced Mathematics in Grades 11 and 12.

Challenges are access points for all learners, key gaps, and aligning habits of Learners 6-12.

Ms. Jaime Nevins notes PreAP challenges are not specific. We are adding in a lot of skills for the students. Pre AP does not have a lot of skills practice. Ms. Nevins notes MA middle school math standards are considered to be very rigorous; they provide a strong foundation for high school math. Students will have the opportunity to take Alg 1 or Geometry Honors in grade 9. There will still be a pathway to Calculus at the high school if students take Alg1 in grade 9. There is also a pathway for every student to Statistics at the high school if students take Alg 1 in grade 9. This shift for high school math means three higher education gateway math courses including pre-calculus/calculus, statistics, and discrete mathematics. Some challenges in preparing students for advanced mathematics in Grades 11 and 12 such as access points for all learners, key gaps, and aligning habits of learners 6-12.

### **Middle School Math Planning & Programming Update**

Ms. Carbone gives an update on Middle School Math Learning and all of the Math Instruction Partnerships which are as follows

- The New Teacher Project (TNTP) - math review and priority planning
- Buzz Education - professional development to math teachers and math curriculum mapping
- Equity Imperative - ongoing feedback on plan to strengthen math instruction through an equity lens

- English Learner Success Forum (ELSF) - math materials audit for accessibility

Mr. Softic provides an update on grades 6-8 MCAS scores. Reviewed were the numbers compared from 2018 Pre-Covid numbers to 2023 Post-Pandemic. Subgroups containing Multilingual, Hispanic, and SWD proficient from Collins and Saltonstall.

Ms. Lowe reviews the math reviews include the middle school, high school, and elementary math coaches, director of curriculum, instruction, and assessment 6-12, ML coach, Executive Director of Academics, Deputy Superintendent, Lead Math Teacher from SHS and SHS Math Coach. The reviews took place at Collins Middle School in October, Salem High School in November, and Elementary Schools in the Winter. Data collection were rigor, instructional practices, student ownership, and differentiation and SEI Strategies.

Some bright spots noted are that a high quality curriculum in classrooms is opening access to grade level tasks and students are available for learning.

Opportunities for growth are to strengthen instructional practices that allow all students to learn the content and analyze and share student work to highlight representations or solution methods. To increase student ownership over learning and ask students to justify their thinking and methods and provide opportunities to share and critique mathematical reasoning.

The evolution of thinking is grounded in inquiry through the math review process and involves shared learning and thinking inspired by our equity partner. A shift from what students are learning and when includes standards, pathways, and courses. Day to day classroom instruction focused on student outcomes and experiences for all including student ownership and teacher practices.

Dr. Talbot notes the next steps revitalizing math instruction including designing and vet a research based instructional framework for math. Also noted is to engage a partner to support curriculum mapping to accelerate all students, provide intensive professional development on math practices and increasing student ownership, leverage our instructional coaches to be coaching on math priorities, and continue to monitor progress through the math review process.

Ms. Lowe notes last spring we spoke about professional development to support heterogeneous grouping in math, creating a culture of respectful and collaborative learning, time for planning, time for learning, assessment and data collection, and curriculum mapping and pacing.

Dr. Pangallo requested a motion to adjourn. Ms. Campbell made the motion to adjourn and seconded by Ms. Miranda.

Ms. Campbell	Yes
Ms. Miranda	Yes
Dr. Pangallo	Yes

Motion carries 3-0.

Respectfully submitted by,

*Krista Perry*

Executive Administrative Assistant to the Salem School Committee and Superintendent