

School Committee Curriculum Subcommittee  
Tuesday, February 23, 2021  
4:00 PM-5:30 PM  
Remote via Zoom

Curriculum Subcommittee Members Present: Jennifer Monopoli (Chair), Helen Charlupski, Susan Wolf Ditkoff, and Barbara Scotto.

Other School Committee Members Present: Suzanne Federspiel.

Staff Present: Michelle Herman, Meg Maccini, Casey Ngo-Miller, and Robin Coyne.

**1) Review/Approval of Minutes**

On a motion of Ms. Monopoli and seconded by Ms. Scotto, the Curriculum Subcommittee voted unanimously (by roll call) to approve the January 19, 2021 meeting minutes.

**2) Update on Academic Interventions**

Senior Director of Curriculum and Instruction Michelle Herman provided an update on academic interventions (Attachment A). The district uses a Response to Intervention (RTI) approach. RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Ms. Herman explained the three tiers (Tier 1: Targeted Work in the Classroom Setting; Tier 2: “Double Dose”; and Tier 3: Intensive Intervention). Ms. Herman reviewed the process for Determining Need and Delivery for Math and English Language Arts (ELA), and where there have been changes during the pandemic. Members commented on the potential benefits of having teachers administer the assessments, but noted that it can be difficult to find the time. Ms. Herman will ask teachers for feedback.

Ms. Maccini discussed formal and informal assessments in the RLA model. She noted that the teachers get to know their students very well. Assessments are built into programs such as DreamBox Math. Members emphasized the importance of identifying student strengths (in addition to deficiencies) and making sure that students are challenged.

Members commented on the need to determine individual student readiness for the next grade, and whether additional supports should be put in place. There may be budgetary implications. Members suggested putting a process in place to get input from teachers on where individual students are struggling and excelling. Members suggested, and staff agreed, that this process should start soon, rather than waiting until June. It was noted that this ties into Essential Curriculum, and defining what students are expected to know by the end of the school year.

Staff reported that planning for Summer Programming is underway. Staff will be providing an update during the March 16, 2021 meeting (including criteria for selecting students, number of students, models, interdisciplinary approaches, and budget implications). Members emphasized the importance of reacclimating students, particularly RLA students, and asked whether some of this could be incorporated into Summer Programming.

Members requested additional information on math and literacy coaches, including the number, budget, and responsibilities.

### **3) Update on Time on Learning**

Ms. Herman provided an update on the district's compliance with Department of Elementary and Secondary Education (DESE) minimal levels for live and synchronous instruction. DESE will be issuing a report. Additional work needs to be done at the high school level to ensure that the district is meeting the required number of hours and student needs. Members requested that Dr. Marini provide an update during the School Committee meeting.

### **4) New Business**

The next meeting of the Curriculum Subcommittee will take place on March 16, 2021. The agenda is scheduled to include the Essential Curriculum process, the Child Study Team process across schools, and Summer Programming. The Subcommittee agreed to add a meeting on March 23, 2021. The agenda will include Presentations from Remote Task Force Expert Advisory Panels 1 (Educational Excellence and Equity), 2 (Support to Address the Whole Child Experience), and 3 (Remote Learning Capacity Building). Ms. Ditkoff recommended that all four Expert Advisory Panels also present to the full School Committee. She noted that some of the recommendations may have budgetary implications.

The meeting adjourned at 5:30 PM.

## 2020-2021 Public Schools of Brookline Intervention Curriculum Subcommittee Report

<p><b>RTI Approach:</b>            Tier I: Targeted work in the classroom setting            Tier II: “Double dose”            Tier III: Intensive intervention</p>	
<p><b>Math:</b></p>	<p><b>ELA:</b></p>
<p><b>Determining Need:</b>            Universal screeners, “probes,” and common assessments from district programs K-8 to identify grade level needs for students</p> <ul style="list-style-type: none"> <li>● K-5 Investigations*</li> <li>● 6-8 Illustrative Math/ DESMOS*</li> </ul> <p>*Each district-supported program is designed to provide a concrete lens into student thinking.</p>	<p><b>Determining Need:</b> Students assessed using a system similar to Benchmark Assessment System but designed for online format (LLI text-set aside; TCRWP assessment using text excerpts). Reading skills identified (independent and instructional level, accuracy, fluency and comprehension).</p> <ul style="list-style-type: none"> <li>● K-2: Every student assessed by literacy team members</li> <li>● 3-8: All students who had previously been identified as below benchmark were assessed</li> <li>● Grade level conversations at each school led by literacy team members (with general education, EL, Special Education teachers) determine the students prioritized intervention. Students are grouped across cohorts based on need and environment for delivery.</li> <li>● Information on all students in the district is maintained on a Literacy Intervention Log with historical data for reference and planning (going back 4 years).</li> <li>● Currently there is a waiting list in every school.</li> </ul>
<p><b>Delivery:</b>            Resources (digital or print) are well-timed and targeted with connections to the classroom experience</p> <ul style="list-style-type: none"> <li>○ DreamBox</li> <li>○ Do the Math modules</li> <li>○ Kathy Richardson Developing Mathematical Concepts</li> <li>○ Games and other built-in components or reinforcements of district curriculum</li> </ul>	<p><b>Delivery:</b></p> <ul style="list-style-type: none"> <li>● Leveled Literacy Intervention: 10-12 week cycles               <ul style="list-style-type: none"> <li>○ Adjustments made to accommodate scheduling and cohort constraints</li> </ul> </li> <li>● Additional Intervention: 10-12 week cycles               <ul style="list-style-type: none"> <li>○ Phonics, comprehension, letter-sound id, etc.</li> </ul> </li> </ul>
<p><b>Note:</b> Staff has been reduced this year as a result of the hybrid model and addition of RLA. As a result, service across schools is not consistent.</p>	

