

CAPE Meeting
Wednesday, March 12, 2024
Town School Office

1. Call to order at 6:00

a. Present- Anna Mahon, Joy Greenstein, Hala Hourani

2. No public comment

3. High School midterm review update

- This is the second year of midterm/final exams since pandemic; focus has been on increasing rigor rather than mainly on enhancing academic behavior/preparation
- Different departments have used midterm data differently; some for curricular review, others as formative information on skill mastery/development, and still others to assess level of preparedness for other assessments (such as AP)
- After reflecting on purpose and need of cumulative examinations, such as midterm and final exams, the school has moved back to incorporating them into the academic school year as a way to provide opportunities for students to be more prepared for post-secondary educational experiences among other curricular, instruction, and assessment purposes (some of which were described above)
- Some questions and concerns focused on if they are equitable within the disciplines, how standardized they are, and being reflective on exposure, communication, consistency, etc.

b. Update on K-3 reading resources

- The following are the approved reading programs as of March, 2024 by CSDE and the status of review by the BPS K-3 Program Review Team-
 - McGraw Hill- Wonders (2020), (2023)-Culturally Destructive/Insufficient
 - HMH- IntoReading-Culturally Destructive/Insufficient
 - Savvas- MyView-Culturally Destructive/Insufficient
 - Amplify- CKLA- K-8-Demonstration for program review team 2/8/2024; sample items to pilot in March as well as site visit to Redding elementary school; Instruction is explicit, teaching all parts of literacy, GRR, etc; very rigorous and proscriptive; appreciate the incorporation of multiple content areas (science, social studies) ***Currently the committees #1 choice. Not sure about the flexibility in the program. Would need to correlate the science and social studies standards to the program. Easton uses it as well.***
 - McGraw Hill- Open Court Reading-Demonstration for program review team 2/12/24; showed various aspects of the full OpenCourt Program; some alignment to currently used product, but the resources are not flexible. ***Currently the committees #2 choice. We use a part of the program now, but they are saying that we would need to re-buy the whole kit. Concerned about the resources not being flexible.***

- American Reading Company-ARC Core (K-12), (2020)-After researching this product (which Danbury is currently using), decision was made to not move forward with demonstration; Framework of program is dependent on the IRLA assessment which determines a student's reading level. *Very rigid, committee did not like, this program would make us switch our benchmark assessments.*
- Benchmark Education-Benchmark Advance (2022)-Demonstration for program review team 2/28/24; Pros are alignment to LETRS training (**we have 18 teachers in LETRS training**) (PD happening this year and next for teachers on science of reading) as well as incorporation of content areas such as social studies; concerns about the writing program and word family focus; MLL support seems somewhat limited. *The committee wasn't comfortable with the approach and they don't want to move forward with it.*
- Imagine Learning- EL Education Grades K-3 (2017)-Demonstration for program review team 2/23/24; Limited whole-group instruction and a lot of time online for students; alignment to benchmark assessment monitor BOY, MOY, and EOY progress. *The committee doesn't want to move forward with it. Its a very do-it-yourself program, which was a turn-off.*
- Open Up Resources- EL Education (2017)-No response from reps after multiple attempts of contact

*determination made by [-The Education Justice Research and Organizing Collaborative](#)

- Narrowed the selection down by crossing off the 4 that were either deemed not appropriate or unavailable for demo
- Considering selection criteria of scheduling, balance of whole group instruction with individualized/small group, capacity for high-leverage instructional approaches (grouping, differentiation, etc)
- Will make a final decision before the April CAPE meeting

c. Instructional coaching data update

- Gathering data on interactions, professional learning, curricular development, and teacher leader involvement
- Continuing with the student-centered coaching professional learning for all coaches, TESOL teachers, and some administrators

d. PDEC update

- Met today to review initial impressions of the released plan, go through a consensus protocol, and begin reviewing the sample/released administrator plan to decide what to keep, edit, or discard
- Meeting again on March 22nd and April 1st

- Hopeful to have 2 draft plans (administrators and teachers) in front of the BOE by no later than June meeting
- This is expected to be a first draft and to undergo adjustments as we experience next year; it will take a few years of working it through before we have some fully finalized

Meeting adjourned at 6:50