

Curriculum Review Committee
October 21, 2014

Agenda:

1. MCA testing review/results
2. Additional assessment information
3. Review of the Continuous Improvement Plan

4. Technology Grid
5. Review science units monthly chart
6. Information gathering assignment

Minutes October 21, 2014

1. September minutes were accepted; noted a change that was made to include the full title of Words Their Way.
2. Nalani reviewed the MCA proficiency and growth results from the spring 2014 testing. We made AYP in reading and math. We will continue to be a Continuous Improvement labeled school due to a combination of factors. In math the proficiency scores were down but the growth score went up and in reading the proficiency scores went up but the growth score went down. Discussion followed. One piece of data that needs to be examined is how the Partial Proficiency scores affected our ratings. Required letters to families will be going out before October 31st stating our designation.
3. Additional assessment information was shared in regard to a spreadsheet Marilyn Bongers is working on to help track students and compare NWEA/MCA/CRSS internal assessment like DRA (Developmental Reading Assessment) or F&P (Fountas and Pinnell). Deb and Marilyn will meet with grade levels over the next few weeks to go over testing data and work to see if plans are in place for all students to succeed.
4. The Continuous Improvement Plan from last year was reviewed. Ideas and notes for this year were recorded to be discussed after the Needs Assessment is completed.

5. The technology grid for K-8 was presented. This came about as a result of discussion in September about the curriculum driving the technology or vice versa. The teaching staff will be reviewing and adding to this grid throughout the year. Suggestions about projects and groupwork that uses the technology were given.
6. There was not time for the science unit review.
7. Committee members were asked to take the technology grid and to find several people to ask about technology in their settings. For instance:
 - a. A teacher in another district or school might be asked what technology skills their students are required to know and how they incorporate that into their curriculum. They might be asked what they feel is critical for students to know at that age.

- b. A parent or guardian might be asked what kinds of technology do they see their children using at school. How are they set up for success to help their student and what do they see as the really important things their children need to know about technology.
- c. A business person might be asked what technology is regularly used in their field and what skills are essential for performing their job. Does the technology drive the industry or vice versa? What skills do people entering the field have in technology and what are they missing?
- d. Perhaps some students – especially college age or high school might be interviewed also. What skills do they wish they had been exposed to prior to entering that level of education? How are they being asked to use technology to support group projects or in general everyday use?

Members present: Sherry Benson, Caren Putrah, Sandy Larson, Nalani McCutcheon, Deb Scheil

Next meeting : Tuesday, November 25th from 1:15 to 2:30 in the Bat Cave.