



Curriculum Committee Meeting Minutes

Tuesday, September 22, 2026 at 4:00 PM

Central Office, 150 Colchester Avenue, Conference Room 1G

Present: Matthew Price, Gary Golden, Tom Flanagan, Katherine Grykien, Heather Amato

1. Opening

- 1.1 Call meeting to order
4:05pm
- 1.2 Suspend Robert's Rules

2. Public Comment

None

3. Discussion

3.1 VTCAP Data Review

- District ELA at 58%, math at 42%, both up 2-3 points from prior year. Data indicate that this is moving in the right direction from year to year.
- Data have stayed within a 2-4 point band for the last 3 years.
 - Big year-over-year swings warrant scrutiny; 2-3 point moves are normal, 5-10 points would be exceptional.
- Grade 4 drove ELA gains; all other grades saw net decreases in proficient students.
 - This increase is meaningful given that this cohort was much lower than prior cohorts in grade 3.
- A significant gap persists between FRL and non-FRL students; the district is 57% free and reduced lunch.
 - The district has a 48-point gap in English and a 47-point gap in math.
 - The gap is attributed to inconsistent grade-level instruction, siloed supports, and insufficient intervention for students needing more.
- Global majority and special education gaps also exist, though they are smaller than the FRL and non-FRL gap.
- Some schools have shown bright spots (73-80% proficient), which is credited to veteran teams and strong MTSS.

3.2 Teaching & Learning Plan Review

- Three priorities: strengthen tier-one instruction, build responsive MTSS (including student support and multilingual), grow educator and leadership capacity.
- External support from Stern Center, All Learners Network (K-8 math), Teacher Development Group (HS math), and Sawmill Brook Consulting for ILT teaming.

- Illustrative Math adoption underway; literacy coherence work continued from last year; HS and MS building curriculum maps.
- AI guidance still in development via internal work group and a national district cohort; policy not yet finalized.

3.3 Universal Screener & MTSS

- District adopted an approved universal screener this year, K-3 literacy, currently mid-window. The screener is being given K-11 in math and literacy. The systematic response is in K-3 literacy as required by law (Act 139)
- State law requires K-3 screening three times per year starting next year.
 - Kindergarten will be excluded in the fall because students are newly in the district. State will require Kindergarten to be screened in the fall starting next school year (27-28)
- The screener enables systematic identification of students who need support rather than relying on individual teacher judgment.

3.4 Next Steps

- Work with Lauren, Katherine, Nina, and Bindu in early October to define artifacts and benchmarks for measuring plan implementation.
- Reconvene school teams on October 7 to run the screening process together under Act 139.
- Present the three-year teaching and learning plan to teachers before it goes to the board.
- Bring HS-specific attention to common curriculum and assessments to avoid stalling like prior proficiency-based effort.
- Finalize AI guidance from the internal work group once outstanding technical questions are resolved.

4. Adjournment