
**CURRICULUM COMMITTEE MEETING
WEDNESDAY, FEBRUARY 18, 2026
NHS NORTH BOARD ROOM**

A meeting of the Curriculum Committee was held at NHS North on Wednesday, February 18, 2026. Ms. Prinn called the meeting to order at 5:04 pm.

Present: Ms. Prinn, Ms. Prinn Giglio, Mr. Salvi

Also Present: Dr. Scarpati

Also Present: Channel 99 Videographer

Summary

The meeting discussed the reading and math programs for students, focusing on individualized reading plans for students in red and yellow categories, including additional support from special education and ELL teachers. The goal is for all students to be in green or blue categories by the end of the year. Reading programs like Lexia and Boost were compared, with Boost being less expensive and more aligned with the district's platform. Math scores showed a range of 37-45% proficiency on SAS, with limited interim data. The M Class math assessment was introduced to provide more detailed progress monitoring. Budget considerations included eliminating Lexia to save \$144,500 and adding Fun and Focus for tier two instruction.

Individualized Reading Plans and Support

- Ms. Prinn inquires about additional reading support for students in the red and yellow categories.
- Dr. Scarpati explains that all students in red and yellow have individualized reading plans, which include support from various teachers like special education, ELL, Title I, and reading specialists.
- Ms. Prinn asks if all students, regardless of special education status, are tested.
- Dr. Scarpati confirms that all students except those with profound disabilities are tested.

Expectations and Progress Monitoring

- Mr. Salvi asks about the expectations for the first section 1331 and what constitutes a good score.
- Dr. Scarpati states that the goal is for all students to be in sections three or four (green or blue), indicating they are on grade level in foundational reading skills.
- Mr. Salvi inquires about the number of hours spent on reading skills per day.
- Dr. Scarpati explains that K-2 students spend two hours daily, while grades 3-5 spend 50 minutes daily.

Parent Communication and Progress Updates

- Mr. Salvi asks if parents are informed if their children are behind.
- Dr. Scarpati confirms that parents receive reports showing their child's exact score and individualized reading plan at parent-teacher conferences.
- Mr. Salvi questions why there is not a good score.
- Dr. Scarpati acknowledges the complexity of reading and the various reasons students struggle, including autism, specific learning disabilities, and newcomers.

Phonics and Tiered Instruction Alignment

- Dr. Scarpati highlights that the area of struggle is phonics, as shown by the nonsense word fluency assessment.
- She explains the importance of aligning tier two instruction with tier one instruction.
- Dr. Scarpati discusses the use of different programs like Foundations and You Fly, which have different picture cues and language.
- She mentions the new Fun and Focus program, which is being used in some schools and shows positive results.

Systematic Instruction and Phonological Awareness (SIPS)

- Dr. Scarpati introduces SIPS as a potential tier three intervention, recommended by Keys to Literacy and ELL.
- SIPS is a structured, explicit program similar to Wilson or Orton-Gillingham, focusing on phonological awareness, phonics, and sight words.
- Dr. Scarpati notes that SIPS comes with connected readers, which is a strength over other programs.
- She mentions that SIPS is being used in three schools and has received positive feedback.

Scheduling and Small Group Instruction

- Ms. Prinn asks about the scheduling of pull-outs during the literacy block.
- Dr. Scarpati explains that most students are pulled during the literacy block or ELA lab block, with exceptions for students with multiple pull-outs.
- She mentions that curriculum people and teachers have been working on refining the CKLA curriculum to ensure time for small group instruction.
- Dr. Scarpati notes that teachers have to balance their foundations lesson, CKLA lesson, and pull-outs.

Lexia vs. Boost and Program Usage

- Ms. Prinn suggests keeping Lexia for K-2 and using Boost for upper grades due to its focus on phonics.
- Dr. Scarpati discusses the cost and usage of Lexia, noting that it is more expensive but has a nicer interface. She explains that both programs are aligned to the science of reading and the core reading standards.
- Dr. Scarpati mentions that Lexia usage is under 50%, which is a significant cost for the district.

Summer Programs and Home Support

- Mr. Salvi asks about programs to prepare students in the summer if they lack home support.
- Dr. Scarpati mentions Power Scholars and Blast Off to Kindergarten as summer programs targeting below-level students.
- She discusses the possibility of bringing back preschool in Title I buildings to support early literacy.
- Dr. Scarpati emphasizes the importance of home support and the impact of socio-economic status on literacy outcomes.

Math Program and Interim Data

- Dr. Scarpati transitions to discussing math programs and scores, noting that math scores range between 37 and 45% proficiency on SAS.
- She mentions the lack of interim data in math, with only Eureka Squared module assessments providing some data.
- Dr. Scarpati introduces M Class math assessment, which is relatively new and provides more detailed data.
- She explains that M Class math assesses across core areas of math and includes tools similar to SAS.

Budget Considerations and Future Plans

- Dr. Scarpati outlines the budget considerations, including the cost of Lexia, M Class, and Boost.
- She mentions the savings from reducing CKLA workbook orders and the cost of adding Fun and Focus as a tier two intervention.
- Dr. Scarpati discusses the need for more decodable readers to support students who have not yet mastered the code.
- She concludes with plans for upcoming showcases and professional development sessions on math and writing curricula.

Ms. Prinn Giglio moved, seconded by Ms. Prinn, to adjourn. Motion passes at 5:52 pm.