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	1. Attendees went around the room and introduced themselves including name, school(s) children are currently in and school each attendee is representing
	2. Dr. Bowman encouraged attendees to ask questions at any time
	3. Dr. Bowman thanked Gina Kline and Chrisann Newransky for the time they spent sharing information on the prior year’s workings of the Curriculum Committee
	4. The goals and mission of the Curriculum Committee were reviewed as well as reminding everyone of the vision of the district for the 2024/25 school year
	5. The Garden City Community and the Curriculum Committee are relied upon to bring questions to the district as well as spread the news as to what goes on within the district as it pertains to curriculum
2. **Meeting Structure and General Information**
	1. Dr. Bowman informed the Committee of the time she spent with building coordinators to gain a better understanding of this year’s focus areas; focus areas will be the backbone of future agendas
	2. Dr. Bowman explained the purpose of the “level” meetings and reviewed the timeline of meetings planned for the remainder of the year
		1. First level meeting should take place by end of 2024
		2. Second level meeting to be held before the larger Curriculum Committee meeting in March
	3. Agendas for level meetings must be submitted to building principals one week prior
		1. Based upon the agenda provided, Principals will determine if other administrators should be present
		2. Mandi Stefankiewicz is always a part of the high school meetings
	4. Minutes must be taken at all level meetings and shared with school principals, Dr. Bowman and Gina Kline
	5. Buildings have their own culture, but would like parity at the primary and elementary school levels and so all principals and committee representatives come together for one meeting
3. **Curriculum Articulation**
	1. Engaged consultant Angela Lalor to develop a cycle of continuous improvement
	2. High-quality curriculum framework for teachers to have easy access to (e.g., at the end of a unit what will the children know through various learning experiences)
	3. Throughout the year what you are assessing the children on is what they were learning – much more purposeful
	4. Areas for 2024:
		1. Review of summer curriculum work to plan for teacher professional development through remainder of the school year
		2. Assessments
			1. Diversified & Balanced
			2. Aligned w/Big 6
			3. Aligned w/high impact instructional practices
	5. Reading – many varied ways to learn how to read from K through 12
		1. Background knowledge helps one learn to read
		2. Content instruction purposefully embedded (e.g., S.S. topic matches ELA book)
4. **Level Breakout Groups**
	1. The last portion of meeting attendees broke into smaller, level-specific, breakout groups to discuss the key priorities and identify goals
		1. **Primary/Elementary**:
			1. Communication with families
				1. How/What/When? – is always a struggle
			2. Finding curriculum information on district website is difficult
			3. Add another curriculum night for parents to attend
		2. **Middle School**:
			1. Project Based Learning
				1. How will this be implemented in core subjects?
				2. Will this include field trips?

2. New Science Curriculum

1. Changes for 6th and 7th grade.
2. Will this change in curriculum better prepare students for the 8th grade state assessment.

3. ACTFL Standards in World Language

1. Have changes been made to World Language curriculum to achieve these standards?

4. Master Schedule

1. What changes are being made to the daily schedule?
2. Is this a solution to large class sizes?
	* 1. **High School**
			1. PLTW
				1. How many students participate?
				2. Can other programs (e.g. Business program) be exposed to PLTW? All companies even in engineering need a CFO, CMO, etc.… The more an individual knows the industry they work in, regardless of the capacity, the more sought after they will be as an employee.
			2. Science/Math
				1. Large transition between middle school and high school regardless of being in 7/8 grade advanced program
				2. Language complexity increases significantly
				3. Is there any curriculum transition planning between the middle school and high school teachers?