

NEW MILFORD BOARD OF EDUCATION  
New Milford Public Schools  
50 East Street  
New Milford, Connecticut 06776

COMMITTEE ON LEARNING  
MEETING NOTICE

DATE: March 18, 2014  
TIME: 7:30 PM  
PLACE: Lillis Administration Building – Room 2

RECEIVED  
TODAY  
10:00 AM

2014 MAR 13 P 2:32

NEW MILFORD, CT

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

1. CALL TO ORDER

2. PUBLIC COMMENT

The Board welcomes Public Participation and asks that speakers please limit their comments to three minutes. Speakers may offer objective comments of items on this agenda. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the New Milford Public School System.

3. DISCUSSION AND POSSIBLE ACTION

- A. Review and Approval of Curriculum:  
1. Drama Workshop

Ms. Kathleen Delmonico

4. ITEMS FOR INFORMATION AND DISCUSSION

- A. SRBI Overview  
B. Smarter Balanced Update  
C. Math Program Update – Grades K-5  
D. Writing Program Update – Grades 2-5

Mr. Joshua Smith  
Mr. Joshua Smith  
Mr. Joshua Smith  
Mr. Joshua Smith

5. ADJOURN

Sub-Committee Members: Mr. David A. Lawson, Chairperson  
Mrs. Angela C. Chastain  
Mrs. Daniele Shook  
Mr. John W. Spatola

Alternates: Mr. Dave Littlefield  
Mr. David R. Shaffer

The Committee on Learning curriculum  
can be previewed in the  
Office of the Assistant Superintendent  
Lillis Administration Building – Room #6.

Office Hours: 8:00 a.m. – 4:00 p.m.

New Milford Public Schools  
Committee on Learning  
March 18, 2014

## Reading and Writing Past, Present and Future



## Kindergarten

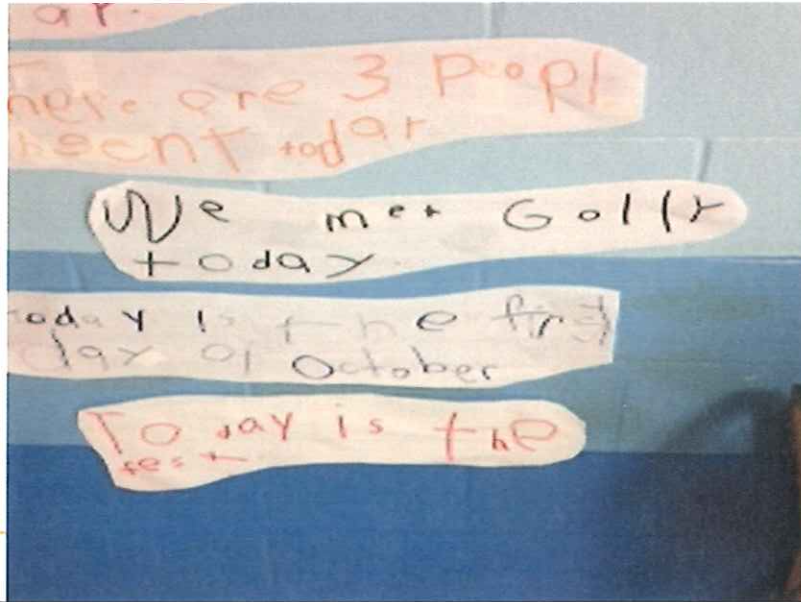
**2013-2014 and beyond** - Using assessment to inform our instruction, teachers are conducting 1:1 conferences with students having a conversation regarding where they are in reading and writing and moving them forward.

Kindergarten

**2012-2013** Superkids Phonics based Reading and Writing program to better prepare students foundation of learning for reading and writing.

**2013-2014 and beyond** - Continue the Superkids Reading and Writing program. Increased authentic reading and writing. Using books students can read independently. Writing is from the student's perspective using their schema.

## Kindergarten Interactive Writing



## A Kindergartner's Writing



I like to bait my hook with a worm and with a minnow and that is not all you can bait a lure.

## First Grade

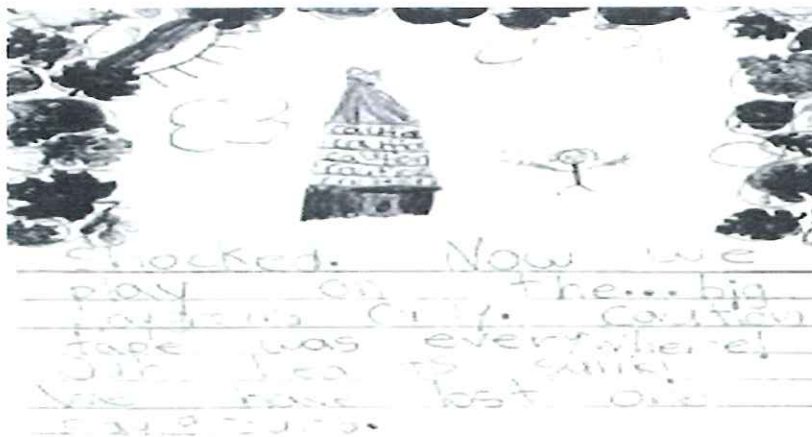
2013-2014 and beyond - Using assessment to inform our instruction, teachers are conducting 1:1 conferences with students having a conversation regarding where they are in reading. Strategy groups are being implemented based on students needs in reading. The concept of writing being taught using the Superkids scope and sequence in an authentic manner has been introduced.

First Grade

2012-2013 Superkids Phonics based Reading and Writing program to better prepare students foundation of learning to read and write. Story starters were prevalent.

2013-2014 and beyond - Continue the Superkids Reading and Writing program. Increased authentic reading using books students can independently read and progressing to increased authentic writing moving away from story starters.

## Sample of first grade writing



Shocked. Now we play on the...big playground only. Caution tape was everywhere! Our hearts sunk! We have lost one playground.



## Second Grade

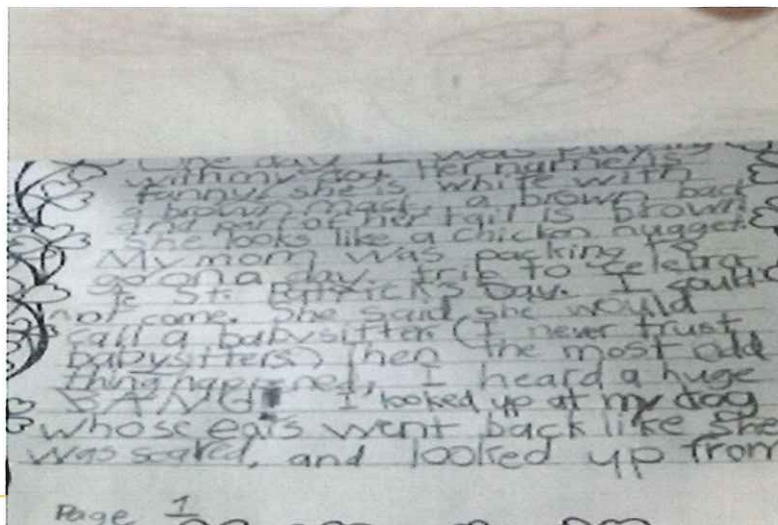
2013-2014 and beyond - Using assessment to inform our instruction, teachers are conducting 1:1 conferences with students having a conversation regarding where they are in reading and writing and moving them forward.

Second Grade

2012-2013 New Milford Public School authored reading units to create a unified district vision of topics taught in reading. Prompt writing prevalent to assist in preparing students for the administration of the CMT.

2013-2014 and beyond New Milford Public School authored reading units to create a unified district vision of topics taught in reading. Introduction of Core Ready writing units. Progressing toward alignment of reading and writing units. Implementation of authentic reading and writing.

## A Sample of a Second Graders Writing



## Third Grade

2013-2014 and beyond – Using assessment to inform our instruction, teachers are conducting 1:1 conferences with students having a conversation regarding where they are in reading and writing and moving them forward

Third Grade

2012-2013 New Milford Public School authored reading units to create a unified district vision of topics taught in reading. Prompt writing prevalent to assist in preparing students for the administration of the CMT

2013-2014 and beyond - New Milford Public School authored reading units to create a unified district vision of topics taught in reading. Introduction of Core Ready writing units. Progressing to alignment of reading and writing units and implementation of authentic reading and writing

## Sample of a Third Grader's Writing

The Playoff Game

I get up and ready and we left to sit there early. I practiced as we by one people on my team slowly got there. I got my team ready for the game I told my team I was like you "Football. Finally it's game time. The captain we called heads, we got it right we chose to kick. At the end of the first quarter it's still 0 to 0. It was now the beginning of the second quarter and at half time we are 50-40, 30-20, 15-10... "Hurr! The game is over to me all I had to do is kick the ball over the line and I did it touchdown!!!!!! Finally its half time.

We came out and had a run. There kicking it off. We returned it to our 100 yard line. We had four downs to go. No! they intercepted it. Now we had to hold them. YES! we won! final score 76-0.

## Writing in Grade 4-5

- Two years into the implementation of reading units of study, we are implementing aligned writing units to deliver a guaranteed literacy curriculum to all grade 4 and grade 5 students.
- As in all grades K-12, writing instruction focuses on 3 modes of writing: narrative, informational, and persuasive/argumentative

## Connecting to Reading:

- Throughout the year, students are writing both short and long pieces in the 3 modes
- Process-based instruction is delivered in a workshop model, aligned with 6 specific units of study



## Literacy Units: The Year at a Glance

### GRADE 4

- **Beginning of Year (Unit 1)** ARCH in Reading; ARCH in Writing (Assessment, Routine, Choice, and Healthy Community—Establishing Communities of readers and writers
- **Mid-late October:** Reading Nonfiction; Writing: Studying Cause and Effect Through Events in History (A journal/diary entry written from 1<sup>st</sup> person perspective
- **Mid-Dec—Mid-Jan.:** Uncovering Themes in Reading; in Writing, Central Messages in Traditional texts (Fables)

### Cont'd

- **Early-Late Feb.**—Reading Poetry; Writing: Poetry Wars, Debating Meaning in Poetry
- **Late April-End of May:** Reading—Author Study Book Clubs; Writing—Experimenting with point of View in Drama and Prose
- **End of Year:** Reflection in both reading and writing: Examining what we have learned this year and how we will carry that learning forward into grade 5
- Throughout the year, authentic writing, both long and short pieces, process, and on-demand in the three modes of writing.

## Literacy Units: The Year at a Glance

### GRADE 5

- **Beginning of Year (Unit 1)** ARCH in Reading; ARCH in Writing (Assessment, Routine, Choice, and Healthy Community—Establishing Communities of readers and writers
- **Mid-Late Fall:** Reading for Theme across fictional genres; Writing: Critiquing Themes in short texts, poetry, and song
- **Winter:** Reading—Social Issues Book Clubs; Writing-- Editorials

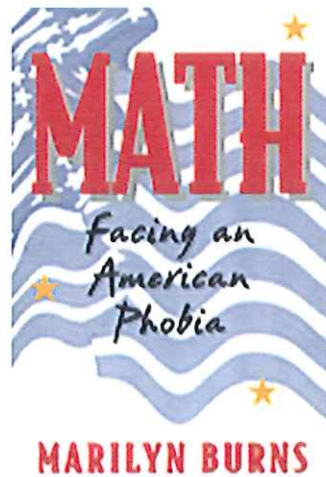
### Cont'd

- **Late Winter**—Reading Fantasy Fiction Genre Study; Writing: Crafting Fantasy Fiction
- **Late Spring:** Inquiry and Research; Writing—Incorporating Multiple Sources into Research
- **End of Year:** Reflection in both reading and writing: Examining what we have learned this year and how we will carry that learning forward into grade 6
- Throughout the year, authentic writing, both long and short pieces, process, and on-demand in the three modes of writing.

## Grade 6

- Students write using a balance of 3 modes: Narrative, informational, and Argument (shifting from Persuasive as we move towards middle school)
- Workshop Approach
- Explicit Teacher Model, Students try the techniques and receive coaching from their teacher throughout the writing process

## Our Challenge



### Math Myths

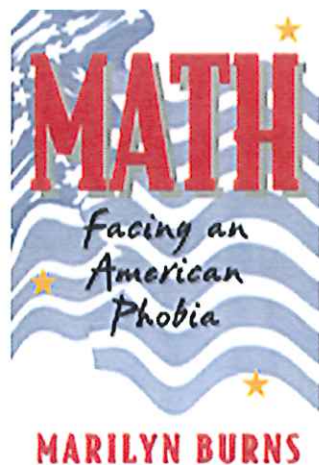
- Only some people are good at math.
- You're only good at math if you have the math gene.

Otherwise well-educated adults, confident and successful in most aspects of their lives, make easy confessions at dinner tables.

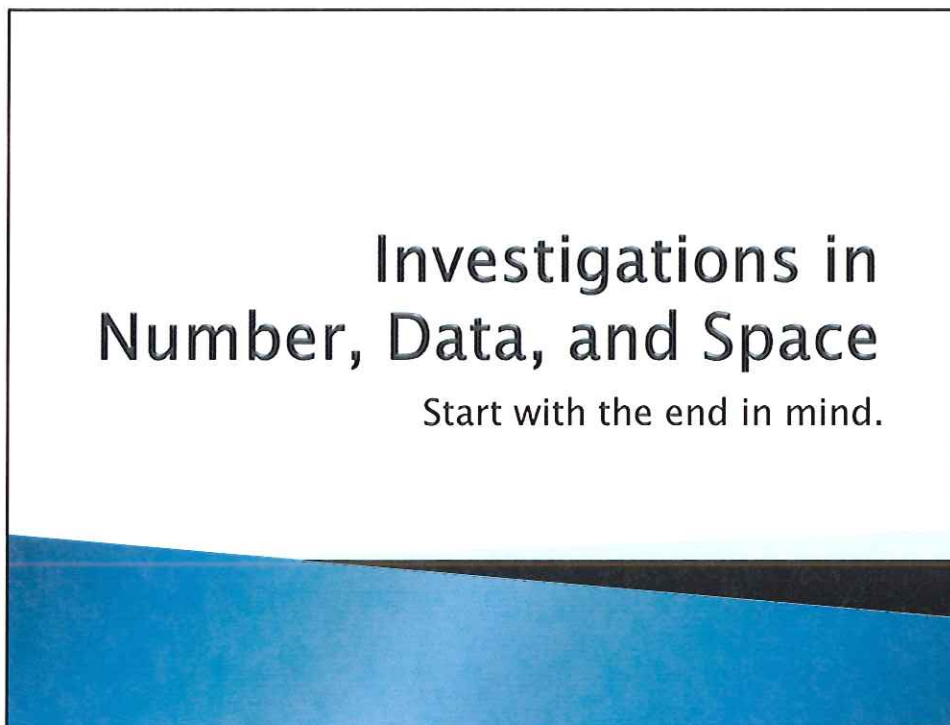
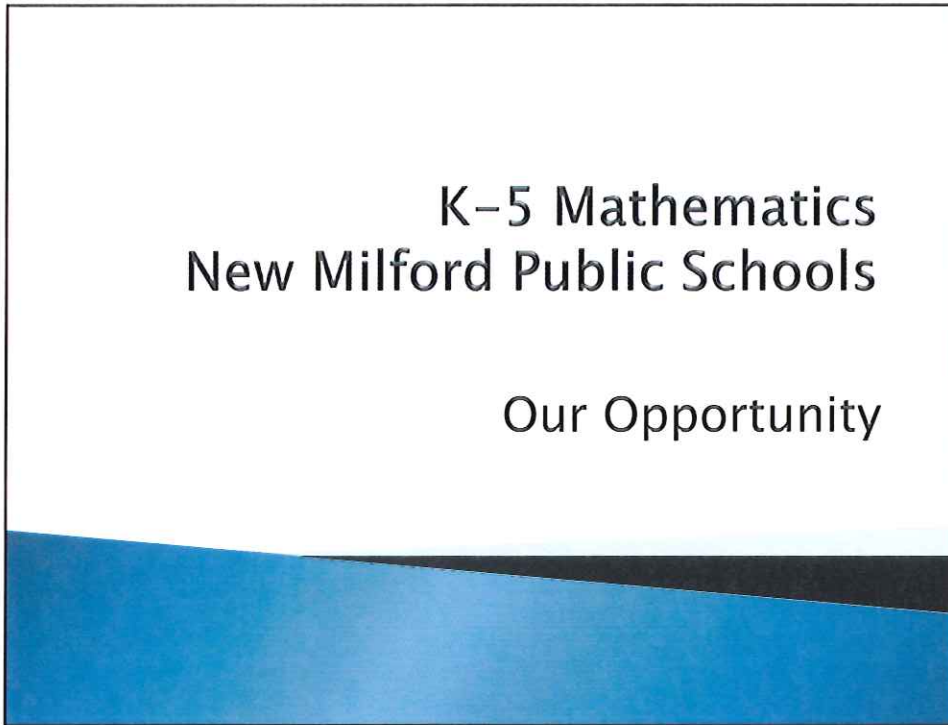
"I'm not good at math."  
"I never was good at math."  
"I hate math."

p. ix

## Our Challenge



...what was good enough for us in learning mathematics is not good enough for our children.... The way we have traditionally been taught mathematics has created a recurring cycle of math phobia, generation to generation, that has been difficult to break. p. x



## *Investigations: We are all learners.*

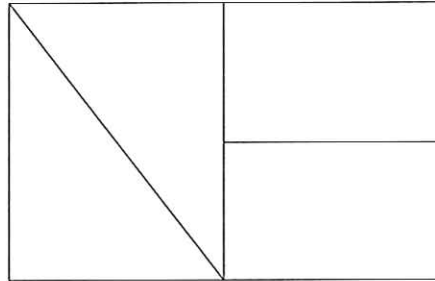
- ▶ Students
- ▶ Teachers and Administrators
- ▶ Parents and Community

## Students as Mathematicians

- ▶ Mathematicians are curious; they ask themselves questions.
- ▶ Mathematicians persevere.
- ▶ Mathematicians make mistakes, but they keep on thinking.
- ▶ Mathematicians change their ideas and strategies and come up with new ones.
- ▶ Mathematicians work together. They explain their ideas and thinking. They listen to the thinking of other mathematicians.



## Is it Fourths?



This cake is cut into four pieces. Joe says they are not fourths because the pieces aren't the same shape. Do you agree or disagree? Explain your thinking.

Grade 3 Investigations

## Teachers and Administrators

- ▶ In *Investigations* teachers create classrooms where "students are **investigating** mathematical relationships, **constructing** and testing conjectures, and **justifying** their approaches to solving rigorous problems."
- ▶ Teachers are **engaged in ongoing learning** about mathematics content, pedagogy, and student learning.
- ▶ Administrators work along side teachers as partners in supporting students and parents.

## Parents and the Community

- ▶ *Investigations* provides
  - Two Family Letters per unit
    - About the Mathematics in This Unit
    - Related Activities to Try at Home
  - Student Math Handbook (Grades 1–5)
    - Math Word and Ideas: Overview of math for the year
    - Examples of student solutions
    - Game directions
- ▶ In addition, teacher and math coach websites, student-led conferences, informational meetings for PTOs, etc.

## Investigations – the Program

- ▶ *Investigations* is a focused and coherent K–5 curriculum, which was *intentionally designed* and sequenced to promote a **deep understanding** of mathematics.
- ▶ The curriculum units at each grade level represent a **cohesive whole**. Each successive unit builds on the previous unit both within and across strands and across grades.

## Investigations – the Program

- ▶ The geometry and measurement, data, and patterns and functions units focus on **foundational mathematical ideas** and practices and also **support** work in the **number and operations** units.
- ▶ By teaching the *Investigations* curriculum as written, teachers enable students to go deeply into *mathematical practices* and *content*.

## Teacher Site Visit to New Canaan

- ▶ Student-centered classroom
- ▶ High level of student engagement
- ▶ Student-to-student discourse
- ▶ Students demonstrating perseverance – even in front of 7 strangers!
- ▶ Students solving computation problems mentally
- ▶ Teachers using the math workshop model
- ▶ Teachers differentiating instruction

## Who locally is using *Investigations*?

- ▶ New Canaan (over 15 years) DRG A
- ▶ Simsbury (8–9 years) DRG B
- ▶ Trumbull (12 years) DRG B
- ▶ Branford (6 years) DRG D
- ▶ Six to Six Magnet School (10 years)
- ▶ Stonington (12 years) DRG D
- ▶ Boston, MA Schools (over 15 years)
- ▶ Berlin, Cheshire, Milford, Hamden have all adopted within the last 3–4 years after the CCSS.
- ▶ School districts continue to request to do site visits to see *Investigations* in action.

## Investigations and the CMTs

- ▶ Top 10 performing districts on the CMTs in grades 3, 4, and 5 in testing years 2012 and 2013
- ▶ Looked for districts that showed up on these lists in multiple grade levels
- ▶ Six districts were identified: New Canaan, Chester, Ridgefield, Weston, Trumbull, and Redding.
- ▶ Of these 6 districts, 3 used *Investigations*, 2 used other programs, and one district did not use a program.

## References and Resources

- ▶ *Math: Facing an American Phobia* by Marilyn Burns, Math Solutions Publications, 1998.
- ▶ *Math Exchanges: Guiding Young Mathematicians in Small Group Meetings* by Kassia Omohundro Wedekind, Stenhouse Publishers, 2011.
- ▶ *Investigations in Number, Data, and Space:*  
<http://investigations.terc.edu/overview.cfm>



## SCIENTIFIC, RESEARCH-BASED INTERVENTIONS (SRBI)

Presented to: Committee On Learning  
March 18, 2014

### Response to Intervention

#### Legislative Origins

- This legislation includes the No Child Left Behind Act of 2001 (NCLB), a reauthorization of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Improvement
- NCLB aims to ensure the academic growth and achievement of all students regardless of their race, ethnicity, fluency in English, disability or socioeconomic status
- Act of 2004 (IDEA) continues the federal mandate, in effect since 1975, for schools to provide all children with disabilities a free and appropriate public education (FAPE) in the least restrictive environment (LRE), and also contains some important revisions with clear implications for general as well as special education.
- The implementation of research-based interventions that facilitate success in the general education setting for a broad range of students. In particular, school districts are allowed to use a process known as Response to Intervention (RTI)

## RTI to SRBI

- In 2006 a CT advisory panel reviewed current research and presented a plan that moved from the federal RTI model to a Connecticut plan SRBI or Scientific, Research-Based Interventions.

## Key elements of SRBI

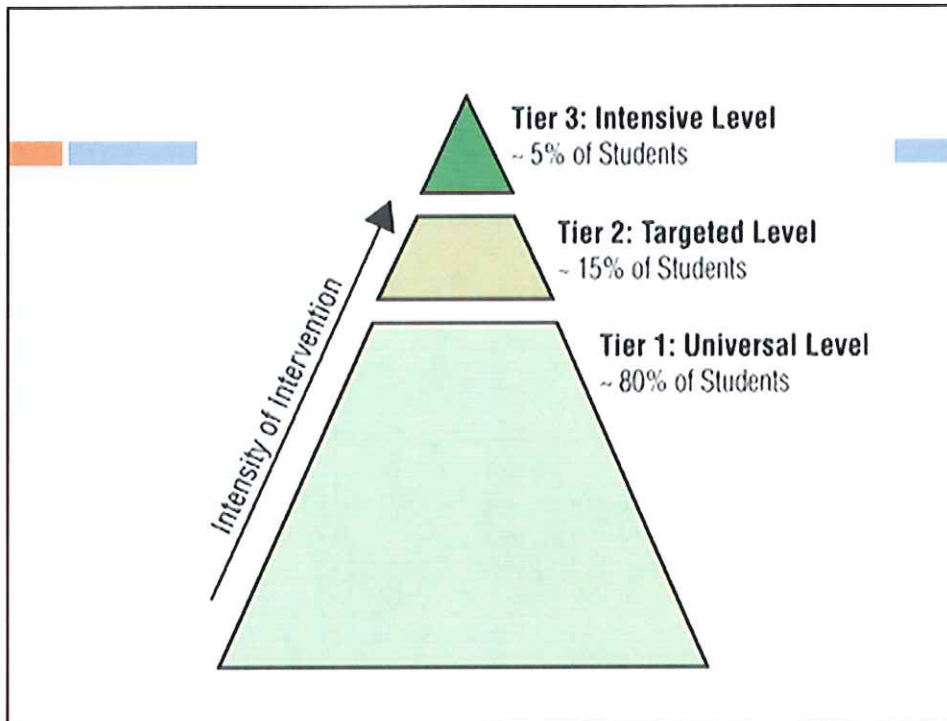
- Core general education curriculums that are comprehensive in addressing a range of important competencies in each academic domain, culturally relevant and research-based to the extent that research exists to inform their selection or development.
- A schoolwide or districtwide comprehensive system of social-emotional learning and behavioral supports.
- Strategies for assuring that educators are modeling respectful and ethical behaviors, fostering student engagement/connectedness to school and assessing the quality of the overall school climate so that students experience physical, emotional and intellectual safety.
- The use of research-based, effective instructional strategies both within and across a variety of academic domains.
- Differentiation of instruction for all learners, including students performing above and below grade level expectations and English language learners (ELLs).

## Key elements of SRBI (cont.)

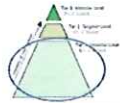
- Common assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early.
- Early intervention for students experiencing academic and/or behavioral difficulties to prevent the development of more serious educational issues later on.
- Educational decision-making driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (e.g., data teams, early intervention teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions.
- A continuum of support that is part of the general ed
- Many print and electronic resources have summarized this research and provided clear recommendations for educational practice, including both state and national consensus reports (e.g., Blum, McNeeley and Rinehart, 2002; Connecticut State Department of Education, 2000, 2007; National Reading Panel, 2000; and RAND Reading Study Group, 2002).

## Scientific, Research-Based Interventions

- The Three-tiered Model
- SRBI should be operationalized as a systemic approach with successive tiers that involve increasingly intensive levels of intervention.
- State panel recommend a three-tiered model for preK-12 general education in Connecticut schools.



## Tier I



- Tier I comprises core general education curriculums and instruction, attention to the quality of the school climate, as well as a comprehensive system of social-emotional learning and behavioral supports for all students.
- For example, at least 80 percent of all students within a grade should be meeting important academic benchmarks and behavioral expectations for Tier I practices to be deemed effective. If this is not the case, the analysis of core general education practices is a necessary first step to improving student outcomes.



## Tier II



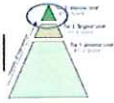
- Assuming that Tier I practices are effective for most students, instruction is culturally relevant and there is appropriate differentiation of instruction, students who fail to make adequate progress in Tier I should receive Tier II interventions
- Tier II interventions provide more intensive instruction or social/behavioral supports than students receive in Tier I, primarily through the use of smaller groups, instruction that is highly focused on specific skills and/or learning strategies, and more frequent monitoring of progress and social development.
- Interventions are short term and Tier II students receive support both in Tier I and Tier II.

## Tier II

- Accurate pinpointing of an individual students' focus area is critical for student growth.
- Student progress should be carefully monitored and interventions changed when progress is not measured
- Data analysis and decision-making in Tier II should be determined by teams of educators.
- If appropriately selected and implemented with fidelity, interventions should result in growth for most students in Tier II.



## Tier III



- Students continuing to make inadequate progress despite Tier II interventions are considered for Tier III.
- Difference between Tier II and Tier III interventions involves the intensity and/or individualization of the intervention.
- Greater intensity of intervention can be achieved with a smaller teacher-student ratio, a longer duration of instruction, detailed attention to the social environment and more frequent progress monitoring.
- As in Tier II, Tier III interventions are short-term (e.g., 8 to 20 weeks), remain part of the general education system, and are supplemental to core instruction

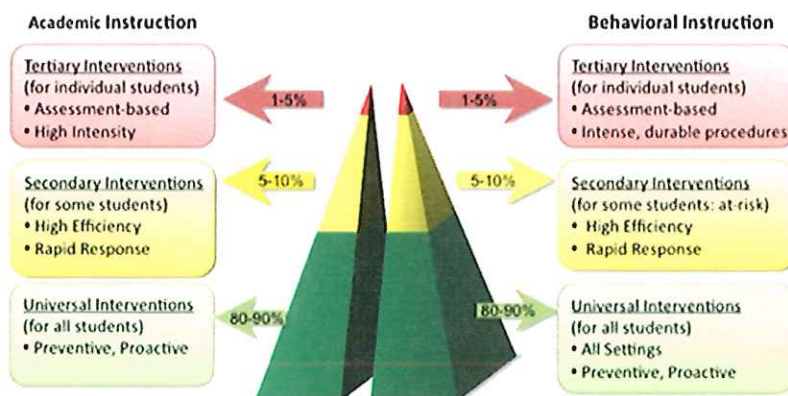
## Making SRBI Work

- **Effective Leadership.**
  - SRBI require some fundamental shifts in thinking from more traditional educational viewpoints, such as the idea that when students are underperforming, one looks carefully at curriculum, instruction and environment first, before looking for “problems” within the student.
- **High-quality Teaching and Professional Development.**
  - Effective teaching can make a tremendous difference in student outcomes. Among other teaching competencies, teachers should be able to implement with fidelity high-quality core curriculums and social/behavioral supports; create a positive classroom climate; provide appropriate differentiation of instruction; administer common progress-monitoring and formative assessments; and use assessments to improve instruction.

## SRBI Success Depends Upon:

- **District supports**
  - districts must support teachers in other ways, such as by giving them research-based core curriculums, sufficient materials, including those necessary to differentiate instruction;
  - technically adequate assessments feasible to administer to large groups of children (or the resources for teachers to develop such assessments themselves)
  - sufficient access to specialists.
- **Access to and Use of Technology**
  - To make SRBI feasible, districts need an ongoing database of information from student assessments for each school, grade and class, as well as other relevant information such as attendance, retention rates, drop-out rates, suspension rates, numbers of disciplinary referrals and quality of the school climate.
  - fast and accurate way to make comparisons across schools, grades and classrooms, in order to answer questions such as whether the curriculum and behavioral system are working for most students, whether students are progressing adequately from grade to grade.

## Designing Schoolwide Systems for Student Success



**New Milford Board of Education  
 Committee on Learning Minutes  
 March 18, 2014  
 Lillis Administration Building, Room 2**

RECEIVED  
 TOWN CLERK  
 2014 MAR 20 P 3:41

NEW MILFORD, CT

Present: Mr. David A. Lawson, Chairperson  
 Mrs. Angela C. Chastain  
 Mrs. Daniele Shook  
 Mr. John W. Spatola

Also Present: Dr. JeanAnn Paddyfote, Superintendent of Schools  
 Mr. Joshua Smith, Assistant Superintendent of Schools  
 Ms. Kathleen DelMonico, Teacher, New Milford High School  
 Mrs. Karen Hartle, Literacy Coach  
 Mrs. Alison Huntington, Literacy Coach  
 Mrs. Corby Kennison, Math Coach  
 Mrs. Stephanie Zappone, Math Coach

1.	<b>Call to Order</b> The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:30 p.m. by Mr. Lawson.	<b>Call to Order</b>
2.	<b>Public Comment</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	<b>Public Comment</b>
3.  A.  1.	<b>Discussion and Possible Action</b>  <b>Review and Approval of Curriculum:</b>  <b>Drama Workshop</b> <ul style="list-style-type: none"> <li>• Ms. DelMonico said this is a half year course designed for students new to theater. Students write scripts of all kinds, perform what they write, and do basic set design and costuming.</li> <li>• Mr. Spatola asked if there were any other courses similar to this and if a special type of teacher was required and Ms. DelMonico said no. The course takes effort on the English teacher's part not special training in that students often expand to after school and evening performances.</li> <li>• Mr. Spatola asked if students in the all school musical would take this course. Ms. DelMonico said there is some overlap but this course is more for the beginning theater student.</li> </ul>	<b>Discussion and Possible Action</b>  <b>Review and Approval of Curriculum:</b>  <b>Drama Workshop</b>



	<ul style="list-style-type: none"> <li>Mrs. Shook said she really enjoyed reading the curriculum and thought it was a nice offering for those students who are interested in trying theater.</li> </ul> <p>Mrs. Shook moved to bring the following curriculum to the full Board for approval: Drama Workshop seconded by Mrs. Chastain and passed unanimously.</p>	<p>Motion made and passed unanimously to bring the following curriculum to the full Board for approval: Drama Workshop.</p>
<p>4.</p> <p>C.</p>	<p><b>Items for Information and Discussion</b></p> <ul style="list-style-type: none"> <li>Mr. Lawson said if there was no objection items 4.C. and 4.D. on the agenda would be heard first so as to accommodate presenters.</li> </ul> <p><b>Math Program Update – Grades K-5</b></p> <ul style="list-style-type: none"> <li>Mr. Lawson said it has been an on-going process for several years to implement a new math program. Teachers and coaches have been actively involved.</li> <li>Mr. Smith said this is the first year the district has had two math coaches K-6 and it has made a tremendous impact for instruction. He said the district piloted two programs last year with no real conclusion reached. This year the focus was to explore what high performing districts are using and see how that would apply to New Milford. Mr. Smith gave a handout and presentation to the Committee in conjunction with Math coaches Mrs. Kennison and Mrs. Zappone. They described the shift that is happening in education regarding how math instruction takes place and the stress it puts on elementary teachers who may not have a strong background in math.</li> <li>The math program <i>Investigations</i> is being recommended for use going forward for K-5. It is a well-established program that was intentionally designed and sequenced to promote a deep understanding of mathematics and has strong professional development and parent communications components built in. It is very successful in the districts visited.</li> </ul>	<p><b>Items for Information and Discussion</b></p> <p><b>Math Program Update – Grades K-5</b></p>

<p><b>D.</b></p>	<p><b>Writing Program Update – Grades 2-5</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith and Literacy coaches Karen Hartle and Alison Huntington gave a presentation and handout on this program. The literacy curriculum is already in place; the emphasis this year is on the writing piece. They talked about the sequence followed from kindergarten through grade 6. The emphasis is on interactive and authentic writing.</li> <li>• Mr. Spatola asked if spelling and vocabulary are still taught because his child no longer brings home spelling tests as when he was in school. Mrs. Hartle said spelling is taught more interactively now and there is no test per se. It is a holistic word study with less rote memorization. Words are worked into writing and students learn contextual understanding and spelling instead of just memorization.</li> <li>• Mr. Spatola asked what the coach’s function is; who is the coach coaching. Mrs. Hartle said they coach any teacher who asks for help with the reading and writing curriculum or in some cases; teachers will be recommended to her for specific supports. In her case, she has seen every SNIS teacher this year for some form of assistance. She also works with students through demo and co-taught lessons.</li> <li>• Mr. Smith said data analysis is another big piece of the job. The coaches work to ensure consistency from classroom to classroom, school to school, and grade to grade.</li> <li>• Mr. Lawson said with the changes in education an elementary teacher is faced with changes in how all subjects are taught. Support is crucial.</li> <li>• Mr. Spatola asked how many coaches other districts in our DRG use. Mr. Smith said there is not one specific model, however many districts have one math coach and one literacy coach per building or one of each per grade depending on size.</li> </ul>	<p><b>Writing Program Update – Grades 2-5</b></p>
<p><b>A.</b></p>	<p><b>SRBI Overview</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith gave a handout and presentation on SRBI (Scientific, Research-Based Interventions). The aim of the program is to</li> </ul>	<p><b>SRBI Overview</b></p>



<p><b>B.</b></p>	<p>facilitate success in the general education setting for a broad range of students. The program uses a three-tiered model with successive tiers involving increasingly intensive levels of intervention. Key elements of SRBI include use of common assessments, early intervention, data driven decision making and a continuum of support.</p> <ul style="list-style-type: none"> <li>• Mr. Lawson said if Committee members have questions after looking through the materials they can let him know for future meetings.</li> </ul> <p><b>Smarter Balanced Update</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith said that schools were originally to start this testing on March 18<sup>th</sup> but the company decided to proactively postpone the testing window one week to address concerns about technical load to the system. Parents were notified.</li> <li>• Mr. Spatola said he read that the State has formed a committee regarding implementation of common core. Mr. Smith said common core was adopted in 2010 and he was happy to see that the State was starting to provide support.</li> <li>• Mr. Lawson asked that the Board chair pass on any briefings received from the State about this issue.</li> </ul>	<p><b>Smarter Balanced Update</b></p>
<p><b>5.</b></p>	<p><b>Adjourn</b></p> <p><b>Mrs. Chastain moved to adjourn the meeting at 9:05 p.m. seconded by Mrs. Shook and passed unanimously.</b></p>	<p><b>Adjourn</b></p> <p><b>Motion made and passed unanimously to adjourn the meeting at 9:05 p.m.</b></p>

Respectfully submitted:



David Lawson, Chairperson  
 Committee on Learning