

**Captain Isaac Paine School**  
**School Improvement Team (SIT) Minutes**  
**April 9, 2014**

**1) Attendance and introductions**

- a. **Roll call:** Kristen Danusis, Sharron Rothberg, Erin Quinlan, Abbie Salvador, Erin Pasquazzi, Kristen Papa, and Lauren Kitson

**2) Review IPAD APPS Applications**

- a. **Remaining Balance: \$297.76**
- b. Laurie Murphy: “Take a tour of Washington D.C. past and present”
  - i. Many events and landmarks featured on the app
  - ii. Put on 18-20 (or at least 1/2) iPads at \$3.99 each
  - iii. Ask for more clarification and preview of app before making a decision
- c. 5<sup>th</sup> Grade Teachers—Light Bot
  - i. Program puzzle game to improve logical thinking questions
  - ii. First, check to see if it can be downloaded onto computers or laptops; Follow-up before any other decisions are made
  - iii. Request: To be placed on 10 iPads at \$2.99 an app

**3) Creating mission and vision statements/picture/logos**

- a. Last Meeting ideas:
  - i. Develop a list of words/phrases that should be included in the mission and/or vision statements
  - ii. “An inclusive community of life-long learners who are empowered, committed, and accountable.”
  - iii. P (personal best) A(achievement) I (independence) N(nurturing needs) E (equality) C (character) I (independence) P (personal best) S (success)
- b. Creating Vision and Mission Statements
  - i. **VISION:** At CIP we value respect, open-mindedness, achievement, relationships, and self-esteem. A Paine Panther ROARS!

R	O	A	R	S
Responsibility <b>Respect</b> Relationship restraint	Organization Order Opportunity <b>Open-minded</b>	<b>Achievement</b> Academics	<b>Relationships</b> Responsibility	Self-control <b>Self-esteem</b>

- ii. Mission: Work on next meeting

**4) Subcommittee report out from previous meeting and continue work in subgroups**

- a. Curriculum:
  - i. Kristen Papa, Erin Quinlan, Erin Quinlan, and Abbie Salvador
  - ii. Goal: To create a curriculum that is aligned to the Common Core State Standards and that is available through free resources that are highly accessible.
  - iii. Math: Use Engage NY Story of Units/Curriculum Map for K-5

1. Teachers will use sequence of units to ensure all major concepts/clusters are covered
  2. In addition to Engage NY, teachers can use other resources such as Georgia Standards, Envisions, etc.
  3. Questions we still have:
    - Parents want assurance that regardless of their placement, students are getting:
      - i. similar instruction
      - ii. all standards are being covered
      - iii. common assessments in place.
- iv. ELA: Create Pros/Cons List for proposed ELA Curriculum: Scope and Sequence collaboratively created by the Dana Center and SORICO Consortium
1. Pros:
    - Scope and Sequence is fully aligned to common core to ensure all standards are being covered.
    - Teams have flexibility in planning, instruction and creating common assessments.
    - Parents can see what the quarterly/unit instructional focus is.
  2. Cons:
    - Not reader friendly (both parent and teacher)
    - Teachers will be seeking out resources
    - No homework/worksheets attached
    - No common assessments
  3. What other information do we need to make a decision?
    - Are there any other Scope and Sequences we should be looking at?
    - Are we comfortable with the topics/units/standards being covered?
  4. What do we need to rollout the new curricula?
    - PD for teachers to plan at least the first quarter/unit before 2013-2014 school year ends.
    - Time to inventory resources/text exemplar list/possibly switch books among grade levels
- b. Report-Cards:
- i. Lauren Kitson and Kristen Danusis
  - ii. REPORT CARDS:
    1. Align with Common Core State Standards
    2. Remove subjectivity
    3. Provide options for students with academic needs (show their strengths rather than focus on inability)
    4. Align with Gloucester schools and the region
    5. Clear and defined grading system (A/B/C; 1,2,3;  $\sqrt{-}/\sqrt{+}$ )
    6. Create trimesters in which each grade level and special areas grades cohesively
    7. With modifications: added "M" to report cards
    8. Specials teachers look at report cards to make sure the expectations are aligned with their grade levels

9. Science and Social Studies—not in Gloucester report cards
  - iii. Since talking with other teachers
    1. PARCC is based on 5 point system...should align with that!
    2. How to create report cards based on grade level CCSS
  - c. Character Education: Dawn Bergstrom, Bethany Carpenter, and Sharron Rothberg
- 5) Public Forum:** Nothing at this time
- 6) Next Meeting: May 14, 2014, 5:00 PM, CIP Library (2<sup>nd</sup> Wednesday of each month)**

*Respectfully submitted by Lauren Kitson*